

English

Think 大学思辨 英语教程

《大学思辨英语教程》以《高等学校外国语言文学类专业本科教学质量国家标准》为指导,为英语类专业语言技能课程提供全面解决方案,致力于培养学生语言能力、思辨能力、跨文化能力、自主学习能力、人文素养,造就国际型、通识型、创新型高层次外语人才。

《大学思辨英语教程 写作》共四册,可供英语类专业一、二年级使用,具有以下特点:

◎ 循序渐进,系统训练英语写作各项技巧

1-4册分别训练记叙文写作、说明文写作、议论文写作和学术写作。每单元围绕写作技巧专题展开,讲练结合,巩固写作技巧。

◎ 主题导引,培养思辨能力和跨文化能力

每单元配若干范文供学生分析和讨论,使其在打开思路、观摩经典作品的同时,反思社会和人生,提高思辨能力和跨文化能力。

◎ 细致入微,不断夯实英语语言基本功

语言学习部分针对不同文体的语言特点,对选词、造句、语法、修辞等进行系统训练,不断夯实语言基础,提高语言的准确性和感染力。

◎ 目标明确,让学生自主驾驭学习过程

单元开头的学习目标与单元结尾的自评表相呼应。学生可对照自评表进行同伴评估和自我评估,亦可对本单元的学习效果进行自我评价,使其形成良好的学习习惯、提升写作能力。

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总 序

随着《国家中长期教育改革和发展规划纲要（2010—2020年）》的颁发，我国高等教育吹响了全面深化教学改革的号角，“人才培养在高校工作中的中心地位”得以正式确立。教育部即将颁布高等学校各类专业本科教学质量《国家标准》，第一次以国家标准的形式对本科教学质量提出刚性要求。在此背景下，全国高校英语类专业本科教学改革正围绕人才培养这一中心任务全面展开。

一、英语类专业向何处去？

随着教学改革和教学研究的深入推进，国内英语教育界对英语类专业的发展方向逐步形成共识。就学科定位而言，英语类专业应加强学科本位建设和人文通识教育；就培养目标而言，应根据国家经济和社会发展需要以及各级各类高校的差异定位和学生个性化发展的需求，培养不同层次、不同类型的多元化外语人才；就培养模式而言，应在明确和巩固本专业学科内涵的基础上，通过与校内其他学科之间的复合以及国内外联合培养，为学生的专业学习奠定坚实的学科基础，开辟广阔的发展空间；就培养规格而言，应重视在语言、文学和文化核心专业知识的基础上为学生搭建跨学科的知识结构，突出对思辨能力和跨文化能力的培养；就课程设置而言，应适当压缩英语技能课程课时，用“内容依托”或“内容与语言融合”的教学理念改造和加强传统英语技能课程，同时系统建设语言学、文学、跨文化研究、国别与区域研究以及相关专业方向课程。

可见，经过多年的探索，英语界在英语类专业的学科定位、培养目标、培养模式、培养规格和课程设置等宏观问题上已明确发展思路，为下一轮教学改革指明了前进方向。

二、英语教育如何升级？

与高校其他专业相比，英语类专业在课程设置上具有一个显著的特点，这就是，该专业70%左右的专业课时均投入语言技能的训练，所导致的问题是专业知识课程受到严重挤压。因此，面向未来，英语类专业全面深化本科教学改革所面临的首要挑战就是要在重新认识英语教育规律的基础上，全面深化对语言技能课程的改革。

经过近10年的教改实践和理论探索，我们得出的基本结论是：

- 英语教育本质上属于人文教育，必须在语言学习的全过程中促进学生人文素养的提高。人文素养是指：文学、历史、哲学、艺术、宗教和社会学等领域

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域的人文知识；爱人类、爱真理、爱文化、爱自然的人文精神；博学、审问、慎思、明辨、笃行的人文品格。

- 英语教育应克服“思辨缺席症”，致力于全方位培养学生的思辨能力，包括认知技能和情感态度，为学生的学术深造、创新创业和终身发展奠基。
- 技能课程知识化（技能课程的材料必须系统呈现外语学科的人文基础知识），知识课程技能化（知识课程必须同时促进学生语言能力的持续发展），以及技能课程思辨化，知识课程思辨化，此“四化”为英语类专业培养学生思辨能力的根本途径。
- 英语类专业技能课程思辨化有赖于：为思辨设定标准（教学目标）；为思辨提供原料（教学内容）；为思辨搭建工作坊（教学活动）；为思辨培养教师（教学主导）。
- 进入高校英语类专业学习阶段，语言学习应由显入隐，知识学习则由隐入显，实现以内容为依托或语言与内容融合的英语教学。
- 英语教育应促进学生跨文化能力的全面提升，后者是全球化时代英语类专业人才的核心竞争力。
- 思辨能力可以通过对跨文化问题的探究得到提升，跨文化能力则可以通过对思辨能力的运用得到提升，两者相互促进，相得益彰。
- 思辨的前提是自主学习，思辨能力可以通过自主学习来培养，并最终促进自主学习能力的提高。

三、《大学思辨英语教程》的使命

基于上述教育和教学理念，我们在总结近10年教学改革实践经验的基础上组织编写了《大学思辨英语教程》。本系列教程致力于全面对接《高等学校外国语文学类专业本科教学质量国家标准》所规定的人才培养的素质、知识和能力指标，特别是人文素养、学科知识、语言能力、思辨能力、跨文化能力和自主学习能力，旨在为高等学校英语类专业提供基础阶段听、说、读、写课程教学的全面解决方案。

顾名思义，“思辨”构成了本系列教程的鲜明特点。我们倡导通过思辨来学习英语，通过英语来学习思辨，将思辨一以贯之，融合英语教育与人文教育，实现语言能力、人文素养、学科知识、思辨能力、跨文化能力和自主学习能力的相互促进，同步提升。我们坚信，高校英语类专业的语言教学应该而且能够超越传统的语言基本功训练，从英语教学走向英语教育，赋予学生在知识爆炸和全球化时代获取信息、探索真知、参与社会建设、跨越文化屏障和创造美好生活的思辨能力。

四、走向思辨

英语教育与思辨能力培养并提，并非因为思辨能力培养是英语教育的独特属性。事实上，思辨能力培养乃是整个高等教育的终极目标之一。哈佛大学以培养学生“乐于发现和思辨”（rejoice in discovery and in critical thought）为宗旨；剑

桥大学也把“鼓励怀疑精神”(the encouragement of a questioning spirit)纳入大学使命。美国学者彼得·法乔恩(Peter Facione)一言以蔽之,“教育,不折不扣,就是学会思考。”

《礼记·中庸》曰:“博学之,审问之,慎思之,明辨之,笃行之。”中国古代圣贤们一直以“思辨”为座右铭。《中华人民共和国高等教育法》规定:“高等教育的任务是培养具有创新精神和实践能力的高级专门人才。”而创新精神和实践能力的根本依托正是思辨能力。

显然,思辨能力培养乃是高等教育的一个永恒命题,在当下中国高等教育以内涵式发展、质量提升和创新能力培养为导向的新一轮教育改革中,其重要性更加凸显。而对于中国高等英语教育的深化改革而言,思辨能力培养就尤为紧迫了。我们的英语教育与思辨能力培养还存在很大差距。英语教育,尤其是基础阶段语言教学,往往专注于语言技能的打磨,不重视学科训练和人文通识教育,因而大量的教学活动都是在模仿、理解和识记层面展开,很少上升到应用、分析、评价和创造的高级思维层次。英语教育往往把语言的习得和知识的获取隔离开来,人为划分了基础阶段语言学习和高级阶段知识学习两个区间,因而常常忽略了在四年本科教育过程中一以贯之地帮助学生通过语言获取知识,同时在获取知识的过程中夯实语言,提高思辨能力。此种状况延续多年,现已危及英语教育的生存与发展。面向未来,英语教育无疑必须继承“基本功”教学的优良传统,但同时要积极创新,超越传统,在思辨能力培养上实现根本突破。

西方学术界对思辨能力进行了大量的研究。美国哲学界发布的《德尔菲报告》(*The Delphi Report*, 1990)对思辨能力提出了一个颇具权威性的定义:

我们把思辨能力理解为有目的的、自我调节的判断,它建立在对证据、概念、方法、标准或背景等因素的阐述、分析、评价、推理与解释之上。思辨能力是至关重要的探究工具。因此,思辨能力在教育中是一种解放力量,在个人和公民生活中是一种强大的资源。尽管它并不等同于完善思维(good thinking),思辨能力是一种普遍的自我矫正的人类现象。一个具有思辨能力的理想的思考者习惯于勤学好问、博闻多识、相信理性、心胸开阔、灵活应变、在做出评价时保持公正、在面对个人偏见时保持诚实、在做出判断时保持谨慎、愿意重新考虑、面对问题头脑清晰、处理复杂事务井井有条、勤于搜寻相关信息、选择标准时理由充分、探究问题时专注目标、持之以恒地追求所探索的问题与研究条件许可的尽可能精确的结果。因此,培养具有思辨能力的思考者就意味着为此理想而奋斗。它把思辨能力的开发与上述品质的培养结合起来,由此不断产出有用的真知灼见,这也正是一个理性和民主社会的基础。

高校英语类专业教育如果要承担起作为大学教育的崇高使命,就必须积极迎接思辨能力培养所提出的全面挑战。由于英语类专业技能课程占据了英语类专业一半以上的课时,这就意味着英语类专业技能课程能否有效培养学生的思辨能力

将直接关系到整个英语类专业的兴衰成败。

当前，在《高等学校外国语言文学类专业本科教学质量国家标准》的指导下，英语类专业新一轮的教学改革正如火如荼地展开。我们诚挚希望《大学思辨英语教程》的出版，为传统语言教学插上思辨与跨文化的翅膀，为英语教育的健康快速发展注入强劲动力，为英语类专业人才培养的全面升级提供坚实支撑！



2015年夏于北外

前 言

一、教材结构

本系列教程由精读、写作、口语、视听说等四个分系列构成，每一个分系列包括1-4级，共16册。教程结构如图所示：

精 读 Reading Critically	
精 读 1	语言与文化 Language and Culture
精 读 2	文学与人生 Literature and Life
精 读 3	社会与个人 Society and Individuals
精 读 4	哲学与文明 Philosophy and Civilization
写 作 Writing Critically	
写 作 1	记叙文写作 Narrative Writing
写 作 2	说明文写作 Expository Writing
写 作 3	议论文写作 Argumentative Writing
写 作 4	学术论文写作 Academic Writing
口 语 Speaking Critically	
口 语 1	文化之桥 Intercultural Conversations
口 语 2	沟通之道 Interpersonal Discussions
口 语 3	演讲之法 Public Speeches
口 语 4	辩论之术 Topical Debates
视听说 Listening Critically	
视听说 1	聆听生活 Listening to Life
视听说 2	品鉴文化 Savoring Culture
视听说 3	观察社会 Observing Society
视听说 4	走近学术 Approaching Research

二、使用对象

本系列教程可供高等学校英语类专业（英语语言文学、翻译、商务英语）本科基础阶段（一、二年级）四个学期使用。各高校可根据学生和师资特点，在课时和学期分布上适当灵活安排。

本教程也可供高校非英语类专业高年级或非英语类专业研究生使用。当前，一些高校纷纷推出形式多样的创新人才培养项目，重视培养学生的高层次学术英语、人文素养、思辨能力和跨文化能力，提倡全英文教学，本教程是此类项目的理想选择。

三、主要特点

本系列教程致力于在英语技能课程教学中全面贯彻落实《高等学校外国语言文学类专业本科教学质量国家标准》的外语教育理念与人才培养规格，具有如下主要特点：

1. 主题引领听说读写，牢固搭建人文知识结构

与传统基础英语教材不同的是，《大学思辨英语教程》听说读写四大分系列均按知识逻辑和主题单元系统展开。分系列内部各分册知识内容均涉及人文社会科学的一个统一的知识领域，各单元按主题依次推进，探讨该知识领域的经典和重要话题；而各分系列的平行各分册之间则进一步在内容上相互呼应，彼此补充。换言之，本系列教程不仅是语言教程，而且是知识教程，旨在帮助学生运用英语比较系统地学习语言、文化、文学、历史、哲学乃至社会学领域的学科知识，搭建跨学科的知识结构，提高人文素养，为进入高年级学习本专业或相关专业的知识课程奠定坚实的学科基础。

2. 精细夯实语言功底，全面拓展学术英语能力

英语类专业基础阶段听说读写教材毫无疑问要为学生打下坚实的英语“基本功”。为此，《大学思辨英语教程》继承了北京外国语大学英语专业精细训练听说读写的优良传统，并大胆探索非母语环境下英语学习的新路径。精读分系列各单元设有语言进阶（Language Enhancement）部分，从词、句、段、篇，到修辞和文体，通过形式多样、行之有效的练习形式，巩固和提高学生的各项英语技能；写作分系列对记叙文、说明文、议论文和学术论文等不同文体的写作循序展开扎实训练，并将英语学科的相关定量与定性基本研究方法纳入课程内容；口语分系列由易入难，引导学生运用英语从交际到讨论到演讲到辩论，循序渐进；视听说分系列基于国内外听力研究的最新成果，以听力策略训练为突破口，融合视、听、读、写、说，全面提高各种情景特别是学术情景下通过听力准确获取并批判性评价信息的能力。与传统的基础英语教材相比，本系列教程重视引导学生登堂入室，进入学术英语领地，运用英语就人文社会科学领域的学术话题进行富有挑战性的输入和输出活动，全面拓展学术英语能力。

3. 严格遵循思维规律，系统训练思辨创新能力

学术界对思辨能力构成要素及其发展规律已进行了大量的研究，为本系列教程听说读写练习活动的设计提供了坚实的理论基础。例如，美国哲学界发布的《德尔菲报告》提出的“专家共识”；保罗等学者（Paul, Binker, Jensen & Kreklau）提出的35层级思辨能力指标体系；本杰明·布鲁姆(Benjamin Bloom)和洛林·安德森(Lorin Anderson)提出的认知分层理论。在对课文的阅读练习设计中，我们重点参考了理查德·保罗和琳达·埃尔德(Richard Paul & Linda Elder)提出的思辨理论框架和训练模型。根据这一理论，思辨性文本均包括8项“思维要素”(Elements of Thought)，即：目的(purposes)、问题(questions)、视角(points of view)、信息(information)、推理(inferences)、概念(concepts)、假设(assumptions)、影响(implications)。思辨能力训练就是运用“普遍思辨标准”(Universal Intellectual Standards)系统拷问上述思维要素，这套标准包括10项指标：清晰性(clarity)、准确性(accuracy)、精确性(precision)、相关性(relevance)、深刻性(depth)、广阔性(breadth)、完整性(completeness)、逻辑性(logic)、重要性(significance)、公正性(fairness)。经过这样系统的训练，学习者最终养成8项思辨品质：谦虚(intellectual humility)、独立(intellectual autonomy)、诚实(intellectual integrity)、勇气(intellectual courage)、毅力(intellectual perseverance)、相信理性(confidence in reason)、同理心(intellectual empathy)、公正心(fairmindedness)。思辨能力培养的最终目标就是要使良好的思维习惯成为学生的“第二本能”。基于上述理念，本系列教程听说读写各分系列均把思辨能力各项认知技能和品质技能纳入各单元核心教学目标，设计了多样化的相关练习和任务，有针对性地进行系统训练，将思辨能力培养落到实处，坚持到底。

4. 一以贯之中外比较，全方位提升跨文化能力

《大学思辨英语教程》将思辨系统运用于跨文化知识的探究、跨文化文本的阐释和跨文化价值的反思。精读分系列从第一册到第四册，每单元均设有“跨文化反思”(Intercultural Reflection)练习板块，要求学生通过独立研究、小组合作探究和小组研究报告，理解中外文化在思维方式、生活方式、交往方式、价值体系、风俗习惯、历史背景、社会结构等方面的不同，从不同视角看待世界多元文化，反思中国文化传统，解释和评价中外文化的文本、事件和产品，剖析跨文化误解和冲突案例，最终形成文化自觉与跨文化人格。本系列教程对跨文化能力的训练进行了全方位精心布局：口语第一册各单元的课文会话有意设计在中外大学生之间展开；第二册从理论和实践上培养学生对人类交往行为的跨文化深度理解；第三、四册则要求学生就全球化时代人类所面临的大问题进行富有深度和广度的演讲和辩论，进一步提升真实跨文化场景下的口头表达能力；写作分系列从范文的选择，到思考题的设问，到写作任务的布置，均有意融入跨文化能力培养的理念；视听说各册各单元专门安排了“跨文化反思”练习板块。如此一以贯之，听说读写在跨文化背景下生动展开，跨文化能力在听说读写中不断提升。

5. 无缝联接线上线下，着力培育自主学习能力

大学教育最终要培养具有自主学习和终身学习能力的学习者。在英语类专业四年大学教育过程中，学生一半左右的学习时间投入了语言学习。这就意味着，基础阶段的听说读写教学必须高度重视对自主学习能力的培养；引导学生在语言学习的过程中养成独立与合作解决问题的习惯；反思自己的学习风格并选择有效的学习策略；规划自己的学习时间和目标；通过观察和参与语言交流实践来建构语言知识和提高语言能力；勤学好问；在学习过程中及时进行自我调节。本系列教程不仅在课堂教学中提倡和贯彻上述自主学习理念，而且根据这些理念设计了无缝对接的在线自主学习平台，为教师提供指导和管理学生课外自主学习的工具，为学生提供延伸阅读、独立探究和自主完成作业、解决问题的丰富资源。

四、教学支持

与传统的英语类专业基础阶段教材相比，《大学思辨英语教程》在语言难度、知识深度和教学方法等方面均具有一定的挑战性，因为它要求英语教师具有一定相关学科训练并掌握思辨能力与跨文化能力培养的有效方法，要求学生成为合作型自主学习者，更新外语学习观念。但我们认为，唯有迎接挑战，教师和学生才能取得更大进步，英语类专业才能立于不败之地。与此同时，我们将提供全方位的教学支持，使这种挑战成为富有探索性、创造性和成就感的教学相长、教研相长的互动过程。

我们将通过微课、视频课程、翻转课堂和慕课等多种在线教学形式提供教学示范，普及新的教学理念和方法；通过外研社 Unipus 数字化共同校园，搭建教师在线学习社区，分享教学资源，交流教学经验；通过系列教师研修班，为教师提供教研相长，全面发展的成长通道；通过电子版《教师用书》提供课堂教学的全面解决方案。

五、编写团队

《大学思辨英语教程》由北京外国语大学孙有中教授担任总主编。北京外国语大学金利民教授担任口语教程分系列主编，南京大学王艳副教授担任视听说教程分系列主编，孙有中教授兼任精读分系列和写作分系列主编。各系列分册主编和编写团队均由具有丰富教学经验和专业知识背景的骨干教师组成，他们来自北京外国语大学、北京大学、清华大学、中国人民大学、武汉大学、解放军外国语学院、中央财经大学、首都师范大学、青岛大学、北京城市学院等。本系列教程特意聘请了著名语言学家 Henry Widdowson (英) 担任顾问。此外，还聘请了 Norman Pritchard (英) , Thomas Mundell Morton (英) 和 Ian Morrison (英) 等外籍专家担任审校。



2015 年夏于北外

本册编写说明

议论文是以议论为主要表达方式的常用文体，通过摆事实、讲道理、辨是非等方法表达作者的观点和主张，乃至倡议采取相关行动。它要求观点明确，论据充分、语言精炼、论证合理、逻辑严密。英文议论文写作作为一项输出技能，集中反映了英语学习者综合运用英语的能力。《大学思辨英语教程写作3：议论文写作》期望帮助学习者达到以下目标：一、掌握英文议论文写作的基本知识和技巧，同时发展分析、推理和评价的能力，特别是就议题进行调查研究、获取论据、形成观点的能力。二、进一步发展思辨和跨文化能力，养成独立和审慎思考的良好习惯。重点培养的思辨和跨文化能力包括：能识别、评估相关证据和信息，理解观点之间的逻辑关系；识别、建立并评价论点，发现推理中存在的不一致和谬误；评估观点的相关性、重要性和多样性；反思个人的信念、假设和价值判断；养成开放的态度、包容的视野和文化批评的意识。三、继续有针对性地发展语言能力。通过语言学习模块聚焦语言问题，结合读写和选文案例分析，分析和评价语言特点，自主提高书面语言的运用能力。四、通过自主学习和合作评价，提高编辑和校对能力。

编写原则

写作教学是一种社会文化实践活动；写作学习是一个活动过程；写作能力具有跨学科特点，是可迁移能力，对个人成就、未来职业或专业发展有促进作用。基于上述一般性假设，本教程在编写过程中遵循如下三个原则：一、为学习风格各异的学习者提供不同的学习选择和体验，力求实现教材的信息、教育、体验、引导和探索五种基本功能；二、引人入胜的跨学科人文社科主题，通过选材和系列活动设计，创设探索式学习空间，以帮助学生深入发掘主题，在阅读、研究、讨论、撰写、反思等贯穿始终的写作活动中学习写作体裁知识，体验和提高写作技巧，逐步发展英文议论文写作能力；三、本教程不仅为教师提供课堂教学的蓝本，系统构建学习发生和展开的空间，而且为学生提供简明扼要的议论文写作知识和主题导引的范文读本，促进学生自主学习能力的发展。

框架与特色

本教程共八个单元，按照主题和写作技巧两条线索纵横编排，形成一个有机的整体。每个单元包括主题探究、技巧学习、案例分析、语言学习四个模块。各模块之间由一系列活动有机串联，充分体现了教程的信息、教育、体验、引导和探索五种基本功能。

主题探究 (Exploring the Main Issue) 选择了人文社科领域的八个议题：人与自然、教育的目的、犯罪与正义、传统与现代化、技术创新与人类进步、多元文化主义及其挑战、性别差异和平等、战争与和平。

技巧学习 (Learning the Skills) 系统介绍议论文写作的基本知识和说理技巧，阐释议论文的概念、特点、结构和基本要素，分别探讨提出观点/立场、支持观点/立场、驳斥观点/立场、有效说理、避免谬论、评估证据以及在写作中保持连贯和衔接等议论文写作必备的知识和技巧。这一部分内容既有知识性讲解和示例，也有针对性练习活动，以深化学习者对知识和技巧的理解和运用。

案例分析 (Case Study) 从主题和写作技巧两个方面对两篇英语原版主题选文（囿于篇幅限制，均略为删改）展开分析和评价，在前期学生自主探究的基础上继续就单元主题进行更聚焦、更深入的分析性解读和跨文化反思，并通过对选文写作技巧的鉴赏和评析，领悟写作知识与技巧在具体写作情形中的灵活运用。需要特别指出的是，虽然多数选文出自名家，但编者依然期望本教程的使用者以批判的眼光进行独立的剖析。

语言学习 (Language Study) 是主题探究和写作技巧两条主线外的另一条线索，对议论文写作的语言特点给予持续的显性关注，促进学生语言能力的进一步发展。

本教程的另一个特色是，每单元共设计了九个活动 (Activity 1–9) 和两个写作任务 (Writing Assignment 1 & 2)，按写作技巧、主题和语言三个方面逐一展开，使学生通过做活动和解决问题来体验、理解、运用、分析、评估和反思写作知识和技巧，从而跨学科和多视角地探索单元主题的丰富意蕴并循序渐进地习得语言知识和技巧。在两个写作任务的设计中，编者则通过“一文多稿”的写作任务设计来突出写作的过程，提示学生写作发展的方向和空间。为了给学生提供具体的指导并监控学习过程，编者在写作任务一和任务二中还分别提供了提示性观点和问题，并附写作技巧自查清单。

教学建议

为了帮助教师更有效地使用本教材，编者建议：

一、教师按照本教程单元活动顺序安排教学活动，每两周完成一个单元的学习，每周保证至少两个学时的课堂教学。第一周的第一个学时组织学生汇报和讨论就单元主题开展的课前研究和思考，激发学习兴趣和动力，可以由教师精讲，但更提倡以学生课前准备→课上报告→教师点评、归纳的方式进行。主题探究暂时告一段落后，教师可结合活动就本单元的重点写作知识和技巧作精讲和演示。结束时布置本单元作业第一稿的写作任务和具体要求 (Writing Assignment 1)。第二周的第一个学时由教师点评、分析和总结学生的第一稿，在此基础上，第二学时安排学生对单元提供的选文进行批判性阅读和分析，深化对相关主题的理解，同时探讨文中所涉及的写作技巧以及本单元的写作知识。结束时布置习作第二稿的修改任务 (Writing Assignment 2)。

二、本教程致力于营造课前独立阅读、自主探索、同伴评价和意义协商的学习氛围，为此，编者精心设计了教学工具包（参见附录）中的系列工具，用以指导、规约和监控教学过程。这些“工具”具体规定、描述了活动的目标、内容、规则和预期结果，使本教程呈现为一个在规则指导下基于语言、任务和信息搜集、分析、整合、交流协商等系列活动，与同伴协作解决问题的过程，体现了写作学习作为一个社会文化实践活动过程的基本特点。

三、在综合使用过程性和终结性评价方面，编者建议：在正常的教学时数能够得到保障的情况下，全册布置八次写作任务，一文多稿，以终稿为评分稿。每次作业分数以 10% 计入学期总评分（也可依实际情况另行设置百分比）；将课堂参与、小组课堂报告表现、同伴互评所做贡献和期末写作考试成绩均依一定比例计入学期总评分。

编写团队

本册由北京外国语大学的张莲老师主编。在编写过程中，张莲老师负责编写第一和第二单元，并负责本册的设计、审核和修订工作。北京外国语大学的陈亚平老师负责编写第三和第四单元，北京大学的刘璐老师负责编写第五和第六单元，清华大学的吕燕彬老师负责编写第七和第八单元。

由于编写时间仓促，错误在所难免，编者恳请使用本书的教师和学生不吝赐教，多提宝贵意见。

编者

2016 年 6 月

Acknowledgments

We are grateful to the authors of all the materials we have chosen as the texts for this textbook. Every effort has been made to obtain permission to use previously published materials. Any error or omission is unintentional. We regret that we have been unable to trace the copyright owners of a number of the materials. We apologize for this. We intend to show every respect for intellectual property rights, and hope our pleading for the permission to use the related materials for teaching purposes will receive kind and generous consideration.

Unit 1

Issue Prompt

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Essay 1

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Essay 2

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Essay 1

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Essay 2

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Unit 7

Issue Prompt

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Evaluating the evidence: Some materials adapted from <http://spot.pcc.edu/~mdembrow/wr122evaluatingevidence.htm>

Essay 1

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Essay 2

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Unit 8

Issue Prompt

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Essay 1

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Essay 2

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Map of the Book

Unit (Theme/Issues)	Writing Skills	Language Study
Unit 1 Human Beings and Nature P. 1	An Overview of Argumentative Writing <ul style="list-style-type: none"> Understand the nature and structure of argumentation Distinguish argumentative writing from narrative and expository writing Identify topics appropriate for argumentation, develop arguments, and be able to evaluate them critically 	<ul style="list-style-type: none"> Distinguish argumentative language from that used in description and narration Observe and evaluate language used in argumentative writing
Unit 2 The Primary Purpose of Education P. 29	How to Make a Good Claim <ul style="list-style-type: none"> Understand what a claim is Distinguish different types of claims Evaluate a claim and improve it 	<ul style="list-style-type: none"> Distinguish effective from ineffective language Use language effectively in making a claim
Unit 3 Crime and Justice P. 55	How to Support a Claim <ul style="list-style-type: none"> Support an argumentation claim Distinguish types of support in argumentation Compose statements that support arguments 	<ul style="list-style-type: none"> Identify the signposting words for premises and conclusions Use the signposting words to make a coherent argument
Unit 4 Tradition and Modernization P. 79	How to Make Refutations <ul style="list-style-type: none"> Anticipate opposing points of view in argumentation Define and identify refutations in an argument Make good refutations 	<ul style="list-style-type: none"> Identify general and specific words in a passage Balance general and specific words in your writing

Critical Thinking	Intercultural Competence
<ul style="list-style-type: none"> Analyze arguments on the relationship between human beings and Nature Evaluate causal reasoning on the issue of global warming Examine the arguments for and against wildlife protection from the perspectives of instrumental and intrinsic value 	<ul style="list-style-type: none"> Understand similarities and differences between Chinese and Western views on Nature and their relevance to the current discussion on environmental issues Formulate a Chinese perspective on the international controversy regarding responsibility for climate change mitigation
<ul style="list-style-type: none"> Identify and interpret different claims regarding the purpose of education Analyze and evaluate the assumptions behind controversial claims related to the purpose of education Explore the implications and consequences of such claims 	<ul style="list-style-type: none"> Understand similarities and differences in Chinese and Western views on the purpose of education Compare and contrast Chinese and Western views on curriculum design, teaching methods, textbook writing, teacher-student relations, etc.
<ul style="list-style-type: none"> Identify and understand perspectives related to juvenile delinquency and gun control Evaluate the assumptions underlying these perspectives Explore the implications and consequences of these perspectives 	<ul style="list-style-type: none"> Understand the rationale offered by different legal systems regarding juvenile delinquents Identify and articulate cultural similarities and differences regarding gun control Reflect on the nature of crime and how different cultures view crime prevention
<ul style="list-style-type: none"> Anticipate objections to commonly held views on globalization and assess whether these objections identify significant weaknesses in the views Evaluate the changes that have occurred in the 20th and 21st centuries Develop criteria for evaluating traditional and modern lifestyles 	<ul style="list-style-type: none"> Understand cultural diversity and cultural homogeneity Understand the importance of cultural context when assessing the significance of globalization Explore and understand different ways of life of different cultures in traditional and modern periods

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Unit (Theme/Issues)	Writing Skills	Language Study
Unit 5 Technological Innovation and Human Progress P. 103	How to Develop Effective Reasoning <ul style="list-style-type: none"> Understand principles for effective reasoning Distinguish different modes of reasoning Evaluate the effectiveness of reasoning 	<ul style="list-style-type: none"> Understand the concept of hedging language and the need for it in writing Learn to use hedging language in writing when appropriate
Unit 6 Multiculturalism and Its Challenges P. 131	How to Avoid Logical Fallacies <ul style="list-style-type: none"> Understand the definition of logical fallacies Distinguish different types of logical fallacies Avoid logical fallacies in your own writing 	<ul style="list-style-type: none"> Use modal auxiliary verbs in hedging language Use probability adjectives and adverbs in hedging language Use frequency adverbs in hedging language
Unit 7 Gender Differences and Equality P. 159	How to Evaluate Evidence <ul style="list-style-type: none"> Identify and distinguish different types of evidence Determine whether the evidence is strong and adequate Select and use relevant, strong and adequate evidence 	<ul style="list-style-type: none"> Identify different figures of speech Distinguish metaphor, parallelism, and irony Evaluate their respective functions and/or implications in argumentative writing
Unit 8 War and Peace P. 186	How to Write with Cohesion and Coherence <ul style="list-style-type: none"> Define "cohesion" and "coherence" Identify techniques used to make writing cohesive and coherent Distinguish cohesive/coherent writings from incoherent and/or incohesive ones Revise essays to make them more cohesive and coherent 	<ul style="list-style-type: none"> Understand nominalization in academic writing Use nominalization effectively

Critical Thinking

- Understand the issue of technological innovation and human progress and understand differing claims regarding the relationship between the two
- Analyze and evaluate assumptions behind controversial claims as to the relationship between technological innovation and human progress
- Explore implications and consequences of such claims

- Analyze and evaluate the assumptions behind differing claims regarding multiculturalism in the U.S.
- Understand the assumptions behind the definitions of humanism and cosmopolitanism
- Explore the implications and consequences of claims regarding multiculturalism and humanism

- Identify and interpret different perspectives on the issue of gender differences and equality
- Analyze and evaluate claims regarding gender differences and equality
- Explore possible ways to ensure gender equality

- Identify and understand different perspectives on the issue of war and peace
- Argue for or against the possibility of lasting world peace
- Explore possible practices to maintain world peace

Intercultural Competence

- Understand the differences in meaning between "reasoning" in English and "理" in Chinese
- Compare and contrast Chinese and Western views on technology and its role in human progress

- Understand the complex relationship between humanism and cosmopolitanism involved in intercultural communication
- Analyze the differences between diversity and pluralism and explore the implications and consequences of pluralism in the U.S.

- Compare and contrast the characteristics of gender inequality in different cultures
- Explain the cultural reasons for gender inequality in different cultures

- Distinguish the underlying reasons for various kinds of wars between countries/ cultures and the consequences on the parties involved
- Evaluate the "soft power" of the United States in maintaining its global influence

10 Dimensions of Autonomous Learning

1. Cooperate effectively in pair and group work.
2. Use online or library resources for independent learning.
3. Learn (both linguistically and socialculturally) from direct observation of and participation in communication events.
4. Preview a text or a learning task.
5. Check, verify, or correct one's comprehension or performance in the course of a task.
6. Check the outcomes of one's own performance against evaluation criteria.
7. Ask for clarification, verification or correction.
8. Make conscious reflection upon one's learning experiences, strategies and outcomes.
9. Keep a portfolio of learning resources.
10. Check one's own progress and make self-reinforcements accordingly.



Unit 1 Human Beings and Nature

An Overview of Argumentative Writing



“I would feel more optimistic about a bright future for man if he spent less time proving that he can outwit nature and more time tasting her sweetness and respecting her seniority. **”**

—E. B. White

“Man takes his law from the Earth; the Earth takes its law from Heaven; Heaven takes its law from the Tao. The law of the Tao is its being what it is. **”**

—Lao Tzu



Objectives

Writing Skills

- ▶ Understand the nature and structure of argumentation
- ▶ Distinguish argumentative writing from narrative and expository writing
- ▶ Identify topics appropriate for argumentation, develop arguments, and be able to evaluate them critically

Language Study

- ▶ Distinguish argumentative language from that used in description and narration
- ▶ Observe and evaluate language used in argumentative writing

Critical Thinking

- ▶ Analyze arguments on the relationship between human beings and Nature
- ▶ Evaluate causal reasoning on the issue of global warming
- ▶ Examine the arguments for and against wildlife protection from the perspectives of instrumental and intrinsic value

Intercultural Competence

- ▶ Understand similarities and differences between Chinese and Western views on Nature and their relevance to the current discussion on environmental issues
- ▶ Formulate a Chinese perspective on the international controversy regarding responsibility for climate change mitigation

Part I Exploring the Main Issue

Pre-class Reading and Research

1. Do preliminary reading and research on the relationship between human beings and Nature related to the following questions.
 - 1) What do you think should be the ideal relationship between human beings and Nature? Please use three key words to describe your understanding of such a relationship and explain why you use them.
 - 2) In what way do you think traditional Chinese views of the relationship between human beings and Nature are similar to and/or different from Western views of the relationship between human beings and Nature?
2. For decades, environmental scientists have more or less agreed on a list of the most urgent global environmental issues, at the top of which are climate change, deforestation, loss of biodiversity, air and water pollution, soil erosion and degradation, water scarcity, ocean acidification, etc. What do you think about these issues? Which of them is the most urgent from your point of view?
3. Work in groups of four and do thorough preparation for a class presentation on your reading, thinking and research findings.

Issue Prompt

Is global warming human-made?

Global warming—the gradual heating of the earth's surface, oceans and atmosphere—seems to have emerged as one of the most vexing environmental issues of our time and talking about it can be very tricky. Everyone has an opinion, some of them more informed than others. But what information is informing those opinions? And where does the truth lie? Scientists have documented the rise in average temperatures worldwide since the late 1800s. According to the U.S. Environmental Protection Agency (EPA), for example, the earth's average temperature has risen by 1.4 degrees Fahrenheit (0.8 degrees Celsius) over the past century and temperatures are projected to rise another 2 to 11.5 degrees Fahrenheit (1.133 to 6.42 degrees Celsius) over the next 100 years. The rise in average global temperatures is just one aspect of global warming. Scientists are also concerned that global warming will cause climate patterns to change significantly worldwide, for example, changes in wind patterns, annual precipitation and seasonal temperature variations. A recent UNESCO statement reads, "Climate change is a global challenge. It will impact all ecosystems and human societies, in different ways and to different degrees." In short, global warming represents a fundamental threat to all living things on earth.

Though the existence of global warming was once considered controversial, the majority

of researchers throughout the international scientific community now generally acknowledge it to be real, according to the U.S. National Aeronautics and Space Administration (NASA). What was equally controversial at one time was the cause of global warming and climate change. While some scientists agreed that the temperature increase since the mid-20th century was primarily the result of human activity, others considered it simply a natural occurrence. Both sides felt strongly that their position was correct, which made it difficult for the general public to form a responsible position and take action. So, is global warming human-made or naturally occurring? These days, scientists agree that there is evidence to show that global warming is primarily human-made. However, since public opinion often lags behind the new understanding of scientists, it is important for us to understand this issue. Here are some of the major arguments that were made for either side of the position:

The Climate Change Debate: Human Beings vs. Nature

Human Beings	Nature
1. Human beings have caused a rise in CO ₂ and other greenhouse gas emissions, causing global temperature rises.	The sun is causing global temperature rises.
2. Arctic Sea ice is melting.	Climate changes all the time. It has changed before and will change again.
3. Ocean acidification is rising, caused by rising CO ₂ levels.	Scientists talking about climate change are just looking for grant money.
4. Ten of the last 12 years were the hottest years on record.	Global warming is good for the economy and for civilization.
5. Climate change computing models are good enough to trust and to form a basis for action.	Scientists do not have a consensus about climate change.

4. In groups of four, discuss the following questions and write your thoughts and responses on the blank lines below.

- 1) As an ordinary member of the public when this debate was current, to what extent would you agree or disagree with the arguments above?
- 2) What would your position be on the issue of global warming as a human-made vs. a natural occurrence?
- 3) How would you argue for your position?

Your position: _____

How you would argue for your position: _____

Part II Learning the Skills

Overview of Argumentative Writing

■ What is argumentation?

Argumentation as an aspect of human cognition. Constantly in our daily lives, we are confronted with information and opinions that conflict, and we have to deal with them, very often subconsciously. We weigh the conflicting information and opinions and select some in preference to others. When we say, “I had a big argument with my parents last night,” few people will think we presented a sound **thesis** or **claim** to our parents, consciously **supported** it with carefully selected **evidence**, rationally pointed out the flaws in their opposing views, and finally came to a well-phrased, powerful **conclusion**. Neither do we ourselves think we did. However, the process described is precisely what we call an “argumentation.” It takes place also when we deal with conflicting information and resolve differences of opinion in a more conscious way. Consider an individual’s decision on whether or not to buy a house or a government’s decision on whether to continue introducing genetically modified foods into the human food supply. For each decision, there is a list of options, each with pros and cons. The people concerned will consider key **arguments** and **counterarguments** and keep turning them over in their minds. They will seek more information, or advice, in order to resolve inconsistencies and arrive at a conclusion.

Argumentation as an aspect of human communication. We interact with people with different opinions, and argumentation is then an interaction in which we make claims, try every possible means to support what we think are mutually exclusive positions, and seek to resolve the disagreement. We seek to convince each other and at the same time are also open to being influenced. Such interaction is pervasive in daily life. It occurs everywhere and almost all the time from informal encounters between people to formally structured oral or written debates. Arguing is reason giving, where reasons are given by people to support their acts or beliefs and to influence the thought or action of others. In this case, argumentation is concerned with communication that seeks to persuade others through reasoned judgment.

Argumentation as the process of critical thinking. Every day we are bombarded by requests, arguments, and exhortations to believe or to do this or that. Making decisions about what to believe and what to do is not always an easy task. We might have liked to find a neat and easy method for determining how to make such decisions, but unfortunately there is no such thing. However, certain methods and techniques can make reaching decisions easier and more likely. Learning to employ argumentative skills with genuine effort and reflection will help us think carefully and come to the best

decisions we can. In short, to learn how to argue is to learn how to think critically.

Critical thinking is the objective analysis and evaluation of an issue in order to form a judgment. It has been defined as, “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, or reasoning, as a guide to belief and action” (Michael Scriven & Richard Paul, 1987).

This textbook is concerned with argumentative writing. In argumentative writing, we use the reasoning process employed in critical thinking to form and evaluate arguments, but our argumentation is not for the purpose of guiding our beliefs and actions, but to persuade an audience—our readers. The standard for appraising the argumentation is not whether it has enabled us to arrive at the best possible belief or decision but whether it has been effectively convincing. Both of these uses of argumentation are essential human activities, but it is crucially important to remember that they are distinct, that they use argumentation differently, and for different purposes.

■ Basic concepts underlying argumentation

Argument: In everyday life, we use the word “argument” to mean a verbal dispute or disagreement. This is not the way the word is used in formal argumentation. However, the two uses are related. In formal argumentation, argument is a set of assumptions (i.e., information from which conclusions can be drawn), together with a conclusion that can be obtained by one or more reasoning steps (i.e., steps of induction and/or deduction). The assumptions are called the **support** (or, equivalently, the **premises**) of the argument, and its **conclusion** is called the **claim** of the argument. The support of an argument provides the reason for the claim of the argument. For example,

- All police chiefs are honest. (*premise/support*)
Zhang San is a police chief. (*premise/support*)
Zhang San is honest. (*conclusion/claim*)
- Anyone who fails to reply to this memo will be presumed to be in agreement. (*premise/support*)
Li Si failed to reply to this memo. (*premise/support*)
Therefore, Li Si is in agreement. (*conclusion/claim*)

It is important to note that, in argumentation, argument refers to the giving of reasons to support or criticize a claim that is questionable or open to doubt. Compare the following two statements:

- Shakespeare's *Hamlet* is a play about a young man who seeks revenge.
- Hamlet experiences internal conflict because he is in love with his mother.

Most probably, we would not want to make an argument to support the first statement because it does not *say* anything that needs arguing for or against. It is basically a summation which most readers of the play would hardly find debatable. The second statement, however, has a thesis or claim that is controversial and thus it is debatable. An essay making this argument could be expected to show 1) that Hamlet is in love with his mother, 2) how and why he is in love with his mother and 3) what this implies for interpreting the play as a whole.

Rebutting argument: A rebutting argument is an argument containing a claim that is the negation of the claim of another argument. In other words, if an argument states that X holds, a rebutting argument takes the position that the negation of X holds, hence, rebutting the arguments for X. Thus, an argument A₁ that rebuts another argument A₂ is such that the claim of A₁ contradicts the claim of A₂. For example,

- All peacocks are afraid of kangaroos. (*argument*)
- No peacocks are afraid of kangaroos. (*rebutting argument*)

Undercutting argument: An undercutting argument is an argument containing a claim that contradicts some of the assumptions of another argument. In other words, if an argument is supported by the claim that X holds and the claim that Y holds, then an undercutting argument would be an argument with a claim that is the negation of X or the negation of Y. For example,

- All peacocks are afraid of kangaroos. (*argument*)
- Not all peacocks are afraid of kangaroos. (*undercutting argument*)
- Some peacocks are afraid of kangaroos. (*undercutting argument*)

Counterargument: Given an argument A₁, a counterargument is an argument A₂ such that either A₂ is a rebutting argument for A₁ or A₂ is an undercutting argument for A₁.

Proponent and audience: For argumentation, we may also assume that each argument has a proponent, the person (or a group of people) putting forward the argument, and that, in some forms of argumentation, each argument has an audience, the person (or a group of people) intended as the recipient(s) of the argument. The audience for argumentation consists of the people the arguer wants to influence—not necessarily those who are immediately present.

ACTIVITY 1

Examine the following arguments. First identify the claims and the support, and then put forward counterarguments (if possible, including rebutting and undercutting arguments).

1. Freud was a real cultural innovator, for he changed forever the way humans see themselves.
2. Alcohol drunk to excess impairs judgment of time and distance. Up to 75% of fatal road accidents involve alcohol. Drinking alcohol is an anti-social habit.
3. Smoking is bad for your health, because it destroys the healthy functioning of your lungs. Anything that destroys the healthy functioning of your lungs is bad for your health.
4. Euthanasia leads to a loss of respect for human life. Anything that leads to a loss of respect for human life is dangerous. Therefore, euthanasia is dangerous.
5. Punishment does not deter crime unless it is swift and certain. Punishment is not swift and certain in the North American justice system. Therefore, punishment does not deter crime in the North American justice system.
6. The Netherlands is susceptible to flooding. What evidence do we have to support that claim? The Netherlands is below sea level in many areas, and any area below sea level is susceptible to flooding. The reason is that water always exerts pressure on whatever contains it. If released, it flows downward to occupy an empty space.
7. Climate is complicated and there are lots of competing theories and unsolved mysteries. Until this is all worked out, one cannot claim there is consensus on global warming. Until there is, we should not take any action.
8. A direct relationship has more or less been proven between massive energy consumption (primarily of fossil fuels) and growth in the economy and welfare of a country. My personal energy requirement is modest. I won't change before the big polluters have changed their behavior.

■ Underlying assumptions of argumentation

According to Zarefsky (2005), our understanding of argumentation as an aspect of human communication is based on the following five assumptions and it is these assumptions that characterize this form of argumentation and make argumentative writing different from other types of writing, i.e., narrative and expository writing.

- **Argumentation takes place with an audience in mind and the audience is the ultimate judge of success or failure of the argument advanced.** This suggests that the claims being argued for or against are not universal truths but are subject to the acceptance of actual listeners or readers.
- **Argumentation takes place under conditions of uncertainty.** We do not argue about things that are certain. Things that are uncertain are potentially controversial. Controversies involve genuine differences of opinion that matter to the arguers and which they wish to see resolved.
- **Argumentation involves providing support for claims.** Arguers offer a rationale for the audience to accept an uncertain claim. If the rationale convinces a reasonable person with critical judgment, we say that the claim is justified and the controversy is resolved.
- **Argumentation is a cooperative enterprise despite its adversarial nature.** Arguers share the common goal of reaching agreement. They also share a frame of reference, a level of agreement on which their disagreement rests. They share a common language and system of meanings, procedural assumptions and norms, such as what counts as evidence, as well as values such as modesty, respect for the audience, and the importance of free assent. Taken together, these attributes make meaningful argumentation possible and, equally, differentiate productive arguments from destructive quarrels.
- **Argumentation entails risks.** The two primary risks are the risk of being shown to be wrong—hence losing the argument—and the risk of losing face. If a person knows, for sure, that s/he is right, that person may not be motivated to engage in argument. For example, some scholars will not engage in argument with those who seek to deny historical facts. Others will not engage in argument with those who cast doubt on generally accepted scientific theories.

To summarize, this form of argumentation is a verbal, social, rational and communicative activity aimed at influencing the thoughts and/or actions of others through the process of giving reasons to support or criticize a claim that is questionable, or open to doubt. It utilizes the process of critical thinking: formulating and presenting reasons to support or refute beliefs, and drawing conclusions.

ACTIVITY 2 

In pairs/groups of four, return to the Issue Prompt paragraphs, re-examine the case described therein, and then do the following.

1. Indicate the main arguments in the case, identifying claims and their support.

Claim 1: _____

Support: _____

Claim 2: _____

Support: _____

2. Explain the case using the five assumptions introduced above.

Audience:

Who would the audience be?

Condition of uncertainty:

What is uncertain?

Justification for claims:

How are the claims supported?

Cooperative enterprise:

In what way can the argumentation be considered cooperative?

Risks:

What kind of risks does the argumentation involve?

3. Read the following paragraph and suppose you were one of the following people. What claims would you make concerning the issue of global warming and climate change? And what support would you provide?

Global warming remains an issue of widespread political debate, sometimes split along party political lines, especially in the United States. Many of the largely settled scientific issues, such as human responsibility for global warming, remain the subject of politically or economically motivated attempts to downplay, dismiss or deny them—an ideological phenomenon categorized by academics and scientists as climate change denial. The sources of funding for those involved with climate science—both supporting and opposing mainstream scientific positions—have been questioned by both sides. There are debates about the best policy responses to the science, their cost-effectiveness and their urgency. Climate scientists, especially in the U.S., have reported official and oil-industry pressure to censor or suppress their work and hide scientific data, with directives not to discuss the subject in public communications. Legal cases regarding global warming, its effects, and measures to reduce it, have reached American courts. The fossil fuels lobby and free market think tanks have often been identified as overtly or covertly supporting efforts to undermine or discredit the scientific consensus on global warming.

- 1) A school teacher
- 2) A manager of a local paper-making enterprise
- 3) A climate scientist from the National Center for Climate Change Strategy and International Cooperation (NCSC)

Your claim: _____

Your support: _____

■ Structure and elements of argumentative writing

Types of writing differ, depending on the writer's objectives (e.g., to narrate an event, expose a situation or argue for or against an idea in order to persuade). Each type has its own conventional structure and elements that help differentiate it from the others.

The following dialogue presents a typical example of real life argumentation. It involves a situation in which two people, Helen and Bob, have a difference of opinion during a dinner party. Helen is opposed to tipping. She had difficulties with tipping in restaurants in the past and she thinks that tipping is generally a bad practice that should not be continued. Bob, on the other hand, thinks that tipping is a good practice that should be retained. They decide to resolve their difference of opinion by having a discussion about it after dinner. To help track what was said at each stage in the dialogue, for later discussion, the moves are numbered below.

Helen (1): A problem with tipping is that sometimes it's very difficult to know how much to tip taxi drivers, hotel bellhops, or waiters and waitresses in restaurants.

Bob (1): That's not so difficult. If you got excellent service, give a tip. Otherwise don't give a tip at all.

Helen (2): But how much should one give? And how can you judge whether the service is excellent?

Bob (2): You just have to use common sense.

Helen (3): Come on Bob, that's no answer! What is common sense is often a matter of opinion, isn't it? What kind of criterion for good judgment is that?

Bob (3): Quite a good one. I think it's called "common sense" because it is something about which most people would agree.

Helen (4): With tipping, common sense leaves too much to uncertainty. Because of this uncertainty, both individuals involved may be offended. If the tipper gives too little, the receiver is embarrassed and uncomfortable. If the tipper gives too much, s/he may be embarrassed and uncomfortable. Thus the practice of tipping leads to embarrassment and discomfort.

Bob (4): A lot of students depend on tips to help pay their tuition costs. University education is a good thing. Discontinuing tipping would mean that fewer students could afford it.

Helen (5): That's not a problem. All we need to do is to raise the wages paid to service staff. Then they won't have to depend on tips.

Bob (5): That might just put a lot of restaurants out of business, with a resulting loss of jobs for students and others.¹

¹ What is presented above is just part of the discussion. The real discussion might have gone on for much longer. For purposes of illustration, we only consider five moves.

Consider the last part of the dialogue [moves (4 – 5)]. The structures and elements of Bob and Helen’s opposing arguments are as follows:

Here is Bob’s argument:

- University education is a good thing. (*premise/support*)
- A lot of students depend on tips to help pay their tuition costs. (*premise/support*)
- Discontinuing tipping would mean that fewer students could afford a university education. (*premise/support*)
- Therefore, tipping is a good practice that should be continued (*conclusion/claim*)

In response, Helen uses two premises to support her position:

- If we were to raise the wages paid to service staff, students would not have to rely on tips to afford a university education. (*premise/support*)
- If students did not have to rely on tips to afford a university education, it would not be necessary to continue the practice of tipping. (*premise/support*)
- Therefore, the practice of tipping could and should be discontinued. (*conclusion/claim*)

This is a conversation, but it features the structure and basic elements of typical argumentative writing. There are variations in form due to writers’ personal styles and preferences, but an argumentative essay is normally structured as follows: It opens by introducing the controversial issue that is to be argued. The writer’s own claim is usually introduced along with the issue. Then follows the main body of the essay, which is meant to support the claim. The core of the support is logical reasoning and the use of evidence. Following that is the conclusion, a restatement of the claim or a call to take action. Very often, the writer also makes efforts to prove that the opposing view is not true by identifying the fallacies in its supporting arguments. As we know, this is called refutation.

ACTIVITY 3

Read the dialogue again and discuss in pairs the following questions. Write your responses or thoughts on the blank lines.

1. What qualities of the dialogue make it one containing argumentation?
2. What is the argumentation about?

3. Identify one or two typical arguments made by the participants.
4. Should we or should we not introduce tipping in China? How would you argue for your position?

Writing Assignment 1

Write the first draft of your essay on a topic in which you argue for or against a claim using the material we have discussed on argumentation and how to write an argumentative essay. The following prompts may give you ideas of suitable topics related to the issue explored in this unit. Identify a specific topic, make a relevant claim and argue for or against it. Please do not restrict your choice of topic to the prompts listed below.

Prompts

- Since Nature is totally indifferent to human fate and does not care in the least whether human beings survive or not, human beings do not have to care about Nature.
- Not much can be done to protect Nature since it has its own way of changing or not changing.
- Human beings have spent too much money on protecting the environment, money which could have been spent on other more important things, for example, on education and fighting rural poverty.
- Environmental problems are unavoidable when China pursues rapid economic development.
- Developed nations should shoulder more responsibility for climate change mitigation.

Part III Case Analysis

Essay 1

Should We Save the Jerboa?

Peter Cave

- 1 The long-eared jerboa has—er—long ears. It lives in the deserts of Mongolia and China—with its ears. A tiny nocturnal mammal, it is dwarfed by enormous ears. It hops like a kangaroo; and, for mammals, it possesses one of the biggest ear-to-body ratios. That is, it has very big ears for its size. There are little hairs on its feet, almost like snow shoes, which allow the jerboa to jump along the sand. It is said to be cute and comic. It is classified as endangered. Oh, and did I mention the ears?
- 2 Why should we care about the jerboa? Our question is about the species, as a kind, or a class of creatures. A species is easily confused in speech with the individual members of the species, not least because our language so easily flips around: “the jerboa” could designate a particular jerboa, or the species taken to be a group of jeroas, or the species taken to be the type of creature it is. Individual jeroas have two long ears each, but the species, as a collection, does not really have long ears and certainly not merely two, though the species as a type of creature is that type that normally has two long ears. When people are concerned about a species’ survival, they usually want to promote the existence of a collection of creatures of a certain type, but the species, the collection with members of a certain type, may persist.
- 3 Naturally, we may also care about individual jerboa: probably we do not want any individual jerboa to suffer. We recognize that there is something that counts as going well for an individual jerboa. But the species, as a species, is not the sort of thing that suffers pain. Preserving a species may, in fact, involve culling, or killing some members. So our general question is—and a couple of examples are—

Why save a species from extinction?

Why save the jerboa?

Why regret the loss of the dodo?

16 Writing Critically 3

- 4 Some simple quick answers in favor of preservation concern the benefits or possible benefits to humans. Preservation is justified on the grounds of the species' value as an instrument to aid us. Perhaps the different species help maintain Earth's ecological balance. Maybe their genetic information, one day, could aid development of pharmaceuticals. In addition, people gain pleasure from seeing members of different species. For similar reasons, we may regret the loss of the dodo.
- 5 Suppose the jerboa lacks such instrumental value with regard to ecology and future genetic research. Suppose too that the jerboa is so furtive, living in such inhospitable conditions, that people typically will not see a jerboa and so will not gain pleasure from sighting experiences. May the species yet possess value?
- 6 Yes. People may value simply knowing that the jerboa exists, knowing that there is such a species and such variety around them. We are identifying a curious instrumental value, curious in that it fails to involve our direct experiences of the jerboa. Once again, though, we are finding value in the jerboa's existence because of its effects on humans, albeit not directly experienced effects. However, may the jerboa, or any species, have an intrinsic value, a value that does not depend for its being a value on something else—that does not depend, for example, on what humans want?
- 7 The question does not presuppose that a species cannot have both instrumental value and intrinsic value. This is not an either-or matter. Some items have both. Philosophizing, arguably, is intrinsically valuable, yet may also possess instrumental value in bringing peace and harmony to the universe. Well, okay—maybe that last point is a little fanciful. What is not fanciful is the thought that some things have intrinsic value. Somewhere along the line we stop ourselves from saying “this is only valuable because it is a means to that...” For example, the stopping point is often happiness, usually human happiness: happiness has intrinsic value.
- 8 Returning to the jerboa, by pretending that it lacks all instrumental value, we focus on whether there is any other value, an intrinsic value that applies to the species. Perhaps there is value in the jerboa's existence simply because it is a species of living individuals. Well, it is not obviously the case that “living” thereby makes something valuable. The smallpox virus, HIV, and malaria mosquitoes are living, yet we question whether they are thereby intrinsically valuable. Our negative attitude, though, may result from their harming us: they could still be intrinsically valuable.

9 Possibly there is something valuable about nature being left, undisturbed by human beings; however, that certainly does not point to species' conservation. Nature ensures the extinction of vast numbers of species—and it may be in our human nature, quite whatever that means, to destroy species, just as it is to tame parts of nature. The rural landscapes of fields, crops, and national parks would be non-existent, but for human interferences—as would be spectacular bridges, sculptures, and architecturally stunning galleries.

10 Perhaps we should simply recognize that we value the presence of a variety of species. We value that presence independently of our purposes and independently of any value for us. We value the jerboa for its own sake. Note, though, that even here, its value may be resting solely on the fact that we humans value it "for its own sake." There is, though, a stronger suggestion: that the jerboa—or any species—possesses value independently even of our valuing it. After all, if the species in question did not possess such value, why should we value it for its own sake? Why value something unless it is worthy of being valued?

11 It is difficult, though, to get a grip on "for its own sake" when applied to a species. If we do something for an individual jerboa's sake, we have some idea of how we are acting in its best interests, how its life may go well. We know that it needs food and shelter. But it is far from clear that a species, as opposed to particular individuals, has an interest. It is far from clear how things go well for the species, from the species' viewpoint. After all, a species lacks a viewpoint.

12 Human beings promote the existence of some things and not of others. We value. We are valuers. Perhaps—and perhaps conveniently for human beings—possessors of intrinsic value include at least those individuals that are themselves valuers, such as we are. We may, though, wonder why that should be believed. Without valuers, nothing would be valued; but it neither follows that valuers are valuable nor that items are only valuable if they happen to be valued.

13 In our valuing, having preferences, recognizing things as worthy of desire, perhaps we become aware that there are items that are intrinsically valuable, whose value is other than being experienced by us or even being experiences. Maybe that is why so many of us, even when godless, stand in wonder at the different species, seeking to preserve them against the ravages of both man and impersonal nature. Maybe that is why some of us see beauty in sunsets, in landscapes, and seascapes, a beauty that is valuable and would still exist even without humans around to appreciate that beauty.

- 14 In some cases, it may be better not to have human beings around at all. Just think of those seashores splattered with empty beer cans, cigarette ends, and worse. They offend the eye and detract from beauty; yet without the humans around, could there be any offence, any loss or gain in beauty at all?
- 15 Or would the eye of the universe still shed a tear?

ACTIVITY 4

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What does Peter Cave want to argue for or against through discussing whether the jerboa should be saved? Are you convinced? If not, what is the problem with his argumentation?
2. When Cave argues that “We value that presence independently of our purposes and independently of any value for us” (Para. 10), what does he mean? What assumptions (if any) does he make in defending his position?
3. How is the case of preserving the jerboa related to the main issue of the unit? What is Cave’s position on whether to save a particular species?
4. According to what is argued in the essay, should we save living creatures like malaria mosquitoes? Why or why not?
5. People in China argue for the protection of pandas from diverse perspectives. Do research online and classify the popular reasons according to the two perspectives discussed in the essay: instrumental value and intrinsic value.

ACTIVITY 5

Read the essay, critically considering its writing techniques, and discuss the following questions in groups of three or four.

1. How does Cave generally structure the argumentation on whether the jerboa should be saved? Please diagram the logical structure of the argumentation and its elements.
2. What are the main arguments concerning the saving of the jerboa or any other species?
3. How does Cave support the claim that “we value the jerboa for its own sake” (Para. 10)? Is this claim a statement of fact, definition, value or policy in your view? Do you accept it? What might a counterargument to it be?

4. What are Cave's assumptions when making such a claim? Do you think the discussion of instrumental and intrinsic value constitutes a reasonable and valid assumption?
5. Are you convinced by Cave's reasoning concerning the claim? If not, how would you improve the reasoning?

Essay 2

Destructiveness of Man

George P. Marsh

"Not all the winds, and storms, and earthquakes, and seas, and seasons of the world, have done so much to revolutionize the earth as MAN, the power of an endless life, has done since the day he came forth upon it, and received dominion over it."

—H. Bushnell, Sermon on the Power of an Endless Life

1 Man has too long forgotten that the Earth was given to him for usufruct alone, not for consumption, still less for profligate waste. Nature has provided against the absolute destruction of any of her elementary matter, the raw material of her works; the thunderbolt and the tornado, the most convulsive throes of even the volcano and the earthquake, being only phenomena of decomposition and recombination. But she has left it within the power of man irreparably to derange the combinations of inorganic matter and of organic life, which through the night of aeons she had been proportioning and balancing, to prepare the Earth for his habitation, when in the fullness of time his Creator should call him forth to enter into its possession.

2 Apart from the hostile influence of man, the organic and the inorganic world are, as I have remarked, bound together by such mutual relations and adaptations as secure, if not the absolute permanence and equilibrium of both, a long continuance of the established conditions of each at any given time and place, or at least, a very slow and gradual succession of changes in those conditions. But man is everywhere a disturbing agent. Wherever he plants his foot, the harmonies of nature are turned to discords. The proportions and accommodations which insured the stability of existing arrangements are overthrown. Indigenous vegetable and animal species are extirpated, and

supplanted by others of foreign origin, spontaneous production is forbidden or restricted, and the face of the Earth is either laid bare or covered with a new and reluctant growth of vegetable forms, and with alien tribes of animal life. These intentional changes and substitutions constitute, indeed, great revolutions; but vast as is their magnitude and importance, they are, as we shall see, insignificant in comparison with the contingent and unsought results which have flowed from them.

- 3 The fact that, of all organic beings, man alone is to be regarded as essentially a destructive power, and that he wields energies to resist which Nature—that nature whom all material life and all inorganic substance obey—is wholly impotent, tends to prove that, though living in physical nature, he is not of her, that he is of more exalted parentage, and belongs to a higher order of existences, than those which are born from her womb and live in blind submission to her dictates.
- 4 There are, indeed, brute destroyers, beasts and birds and insects of prey—all animal life feeds upon, and, of course, destroys other life,—but this destruction is balanced by compensations. It is, in fact, the very means by which the existence of one tribe of animals or of vegetables is secured against being smothered by the encroachments of another; and the reproductive powers of species, which serve as the food of others, are always proportioned to the demand they are destined to supply. Man pursues his victims with reckless destructiveness; and, while the sacrifice of life by the lower animals is limited by the cravings of appetite, he unsparingly persecutes, even to extirpation, thousands of organic forms which he cannot consume.²
- 5 The Earth was not, in its natural condition, completely adapted to the use of man, but only to the sustenance of wild animals and wild vegetation. These live, multiply their kind in just proportion, and attain their perfect measure of strength and beauty, without producing or requiring any important change in the natural arrangements of surface, or in each other's spontaneous tendencies, except such mutual repression of excessive increase as may prevent the extirpation of one species by the encroachments of another. In short, without

² The terrible destructiveness of man is remarkably exemplified in the pursuit of large mammals and birds for single products, attended with the entire wastage of enormous quantities of flesh, and of other parts of the animal which would be capable of valuable uses. The wild cattle of South America are slaughtered by the millions for their hides and hair; the buffalo of North America for their skin or tongues; the elephant, the walrus, and the narwhal for their tusks; and some large birds, for their plumage.

man, lower animal and spontaneous vegetable life would have been practically constant in type, distribution and proportion, and the physical geography of the Earth would have remained undisturbed for indefinite periods, and been subject to revolution only from slow development, from possible, unknown cosmical causes, or from geological action.

6 But man, the domestic animals that serve him, the field and garden plants the products of which supply him with food and clothing, cannot subsist and rise to the full development of their higher properties, unless brutal and unconscious nature can be effectually combated, and, to a great degree, vanquished by human art. Hence, a certain measure of transformation of terrestrial surface, of suppression of natural, and stimulation of artificially modified productivity becomes necessary. This measure man has unfortunately exceeded. He has felled the forests whose network of fibrous roots bound the mould to the rocky skeleton of the earth; but had he allowed here and there a belt of woodland to reproduce itself by spontaneous propagation, most of the mischief which his reckless destruction of the natural protection of the soil has occasioned would have been averted. He has broken up mountain reservoirs, the percolation of whose waters through unseen channels supplied fountains that refreshed his cattle and fertilized his fields; but he has neglected to maintain the cisterns and the canals of irrigation which a wise antiquity had constructed to neutralize the consequences of its own imprudence. While he has torn the thin glebe which confined the light earth of extensive plains, and has destroyed the fringe of semi-aquatic plants which skirted the coast and checked the drifting of the sea sand, he has failed to prevent the spreading of the dunes by clothing them with artificially propagated vegetation. He has ruthlessly warred on all the tribes of animated nature whose spoil he could convert to his own uses, and he has not protected the birds which prey on the insects most destructive to his own harvests.

7 Purely untutored humanity, it is true, interferes comparatively little with the arrangements of nature,³ and the destructive agency of man becomes more and more energetic and unsparing as he advances in civilization, until the impoverishment with which his exhaustion of the natural resources of the soil is threatening him, at last awakens him to the necessity of preserving what is left, if not of restoring what has been wantonly wasted. The wandering savage

³ It is an interesting and not hitherto sufficiently noticed fact, that the domestication of the organic world, so far as it has yet been achieved, belongs, not indeed to the savage state, but to the earliest dawn of civilization, the conquest of inorganic nature almost as exclusively to the most advanced stages of artificial culture.

grows no cultivated vegetable, fells no forest, and extirpates no useful plant, no noxious weed. If his skill in the chase enables him to entrap numbers of the animals on which he feeds, he compensates this loss by destroying also the lion, the tiger, the wolf, the otter, the seal, and the eagle, thus indirectly protecting the feebler quadrupeds and fish and fowls, which would otherwise become the booty of beasts and birds of prey. But with stationary life, or at latest with the pastoral state, man at once commences an almost indiscriminate warfare upon all the forms of animal and vegetable existence around him, and as he advances in civilization, he gradually eradicates or transforms every spontaneous product of the soil he occupies.⁴

ACTIVITY 6

Read the essay critically for its ideas and discuss the following questions in pairs.

1. When George P. Marsh claims that “of all organic beings, man alone is to be regarded as essentially a destructive power” (Para. 3), what does he mean? Do you agree with him? If not, what is your view?
2. What does Marsh want to say when he argues that “the destructive agency of man becomes more and more energetic and unsparing as he advances in civilization” (Para. 7)?
3. Marsh lists a couple of things that would not exist if it were not for human interventions. Do you think these interventions are positive or negative? Why?
4. How would you evaluate Cave and Marsh’s positions on the relationship between human beings and Nature as expressed in the two essays? Can you argue the case both ways?
5. According to Marsh, the advancement of civilization would necessarily lead to an “indiscriminate warfare upon all the forms of animal and vegetable existence around him.” (Para. 7) The Chinese government today upholds the “Scientific Outlook on Development,” which aims at fostering harmony between human beings and Nature. In what way do you think this practice will stop or slow down that “indiscriminate warfare”?

⁴ The difference between the relations of savage life, and of incipient civilization, to nature, is well seen in that part of the valley of the Mississippi which was once occupied by the mound builders and afterwards by the far less developed Indian tribes. When the tillers of the fields, which must have been cultivated to sustain the large population that once inhabited those regions, perished, or were driven out, the soil fell back to the normal forest state, and the savages who succeeded the more advanced race interfered very little, if at all, with the ordinary course of spontaneous nature.

ACTIVITY 7 

Read the essay, critically considering its writing techniques, and discuss the following questions in groups of three or four.

1. What are the main arguments regarding the destructiveness of human beings in their relationship with Nature? Do you agree or disagree with these arguments? Why?
2. Are you satisfied with the steps in Marsh's reasoning in supporting the claim that "of all organic beings, man alone is to be regarded as essentially a destructive power" (Para. 3)? If yes, can you provide more examples to support his reasoning? If not, what would you change or add to improve the reasoning?
3. What kind of evidence does Marsh use to support his reasoning? Is the evidence relevant and sufficient? Why or why not?
4. According to Marsh, animals are also mutual destroyers but such destruction is different from that caused by human beings. In what way is this argument related to the main argument of the destructiveness of human beings in their relationship with Nature?

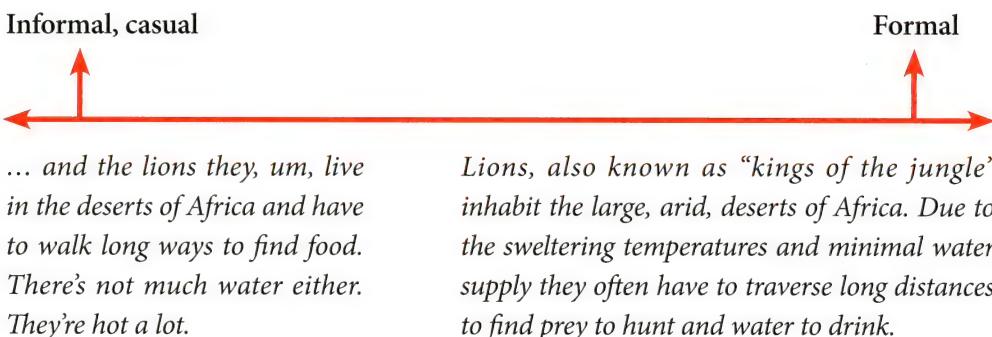
Part IV Language Study

Academic Language vs. Non-academic Language

Definitions of academic language vary in their complexity and scope. Defined broadly, academic language is the language used in academic settings (i.e., a formal schooling context) and for academic purposes to help students acquire and use knowledge and skills. It is often related to a standards-based curriculum, including the content areas of math, science, social studies, and language arts, so it is the language necessary for success in school, especially in colleges and universities. Research shows that even though some students can be highly intelligent and capable in daily communication, they may still struggle in a school setting if they have not yet mastered the language skills required to survive in an academic setting. This is also the case for many English-as-a-foreign-language students. Some of them may be proficient in social English, but that does not necessarily make them equally proficient in academic English.

Frequently contrasted with conversational or social language (i.e., non-academic language or the language of everyday communication in oral and written forms), academic language has a variety of formal-language skills such as discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue). All this not only allows students to acquire knowledge and academic skills but also gives them an opportunity to observe and understand academic cultural norms—how people communicate with each other in an academic community.

Academic language and non-academic language are not two separate language systems independent of each other. They exist on a continuum with informal, casual conversation at one extreme and formal, technical presentation of academic ideas at the other extreme, as illustrated in the following example:



The lines at the two ends of the continuum convey the same meaning, but they

are written in different language styles. One typical example of such differences is the use of different types of vocabulary (i.e., *live* vs. *inhabit*, *walk long way* vs. *traverse long distances*, *find food* vs. *find prey to hunt*, *not much water* vs. *minimal water supply*, *hot a lot* vs. *sweltering temperatures*). The words used in the lines at the left-hand side are simple and plain whereas the words in the lines at the right-hand side are complex and sophisticated. Another element is the use of different sentence structures. The sentences at the left-hand side are obviously short and simple while the sentences at the right-hand are long and complex. Other factors include more or less use of personal pronouns, use or non-use of conversational fillers (i.e., an apparently meaningless word, phrase, or sound that marks a pause or hesitation in conversation), and use of hedges (to be discussed in Units 5 and 6).

To sum up, academic language features may vary as a function of the discipline (e.g., *social science* vs. *mathematics*), topic, and mode of communication (e.g., *written* vs. *oral*), but some core common features do exist, including conciseness, high density of sophisticated words, and complex grammatical and syntactic structures. It is generally agreed that academic English is more demanding and complex than social English.

ACTIVITY 8

The following two paragraphs discuss the same issue but use different language styles, non-academic and academic respectively. Read them carefully and summarize the characteristics of language used in the two paragraphs by writing down specific examples in the table below.

Non-academic version:

Jack Springer thinks that the government should allow people the right to own a gun. But I don't agree with him. People like him sort of think that the government limits our rights when it restricts gun stuff. They kind of think that most people who own guns are responsible guys who keep the guns for sport and recreation. They also think that the police are unable to stop violent crime and we need guns to protect ourselves. But I think he is wrong. I agree with Josephine Bluff who thinks that guns increase the amount of violent crime in the community. I also think that human life is worth more than giving shooters the right to go shooting on the weekend. And I also think that many of the guns that are kept around the house would end up being used in violent domestic disputes or teenage suicides.

Academic version:

Jack Springer maintains that the government should allow people the right to own a gun. This position asserts that the government is infringing on our democratic rights when it restricts gun ownership. Most people who own guns, so the argument goes, are responsible citizens who keep the guns for sport and recreation. It is further argued that the police are unable to stop violent crime and we need guns to protect ourselves. However, as Josephine Bluff states, guns increase the amount of violent crime in the community. Moreover, human life is worth more than giving gun owners the right to go shooting on the weekend. In addition, guns that are kept around the house have been used in violent domestic disputes and teenage suicides.

Academic English	Non-Academic English

ACTIVITY 9 

Working individually or in pairs, read the following two short paragraphs written in non-academic language and try to convert them into academic language.

1. A lot of people think the weather is getting worse. They say this has been going on for quite a long time. I think they are right because we now get storms, etc. all the time.

2. These days a lot of kids are starting school early. Years ago, they began at five, but now it's normal to start at four or younger. Why is this? One thing is that mums need to get back to work. Is this good for kids? People have studied the question and say that early schooling causes social problems like stealing, drug-taking etc. I think they're right and we should pay mums to stay at home.

Writing Assignment 2

Write the final draft of your essay based on the feedback you received from peer evaluation and your instructor, and be prepared to submit it. The final draft may be your second, third or even fourth or fifth draft for some of you. Work on the drafts using the following checklist.

Checklist

Mark the question with a check (✓) if your answer is yes.

- Have I understood and stated the issue clearly?
- Is my essay structure conventionally correct?
- Does my essay contain all the necessary elements?
- Have I developed the arguments well?
- Is my premise/support well connected with my conclusion/claim?
- Does the support I have offered genuinely support the claim?
- Have I used the appropriate language style?
- Have I eliminated words or expressions that may not be appropriate for argumentative writing?

Reflective Journal

Please write down your reflections upon what you have/have not yet learned in this unit:

- ▶ Issues I have investigated

- ▶ Writing knowledge and skills I have acquired and developed

- ▶ Critical thinking and intercultural competence I have cultivated

- ▶ Language I have studied

- ▶ Anything I wish to explore further (i.e., puzzles and difficulties)

2

Unit

The Primary Purpose of Education

How to Make a Good Claim



“ The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable. ”

—Plato

“ Learning without thought is labor lost; thought without learning is perilous. ”

—Confucius



Objectives

Writing Skills

- ▶ Understand what a claim is
- ▶ Distinguish different types of claims
- ▶ Evaluate a claim and improve it

Language Study

- ▶ Distinguish effective from ineffective language
- ▶ Use language effectively in making a claim

Critical Thinking

- ▶ Identify and interpret different claims regarding the purpose of education
- ▶ Analyze and evaluate the assumptions behind controversial claims related to the purpose of education
- ▶ Explore the implications and consequences of such claims

Intercultural Competence

- ▶ Understand similarities and differences in Chinese and Western views on the purpose of education
- ▶ Compare and contrast Chinese and Western views on curriculum design, teaching methods, textbook writing, teacher-student relations, etc.

Part I Exploring the Main Issue

Pre-class Reading and Research

1. Do preliminary reading and research on the purpose of education related to the following questions.
 - 1) What do you think is the primary purpose of Chinese higher education? Do you think such a purpose is generally achieved? If yes, in what aspects? If not, why not?
 - 2) In what respects do you think Chinese higher education is similar to and/or different from Western higher education?
2. Consider the purpose of higher education from your own perspective. Why did you decide to go to college after graduating from high school? What do you hope to gain from a college education? Share your thoughts with your partner.
3. Work in groups of four and do thorough preparation for a class presentation on your reading, thinking and research findings.

Issue Prompt

What is the primary purpose of education?

Education starts with and parallels the evolution of human beings. The debate over its primary purpose has been going on for centuries. While some argue that education is “to enable people, individual human beings, to operate at their fullest potential, to equip them with the tools and the sense of opportunity to use their wits, skills, and passions to the fullest,” others would say that it is “to reproduce the culture that supports it—not only to reproduce it, but further its economic, political, and cultural ends” (Bruner, 1996). For example, “the educational system of an industrial society should produce a willing and compliant labor force to keep it going: unskilled and semi-skilled workers, clerical workers, middle managers, risk-sensitive entrepreneurs, all of whom are convinced that such an industrial society constitutes the right, valid, and only way of living” (ibid). But for a society in farming times, this prescription might well not have been relevant.

Indeed, much of the discussion about education is ultimately a discussion of its purpose and function. Albert Einstein, for example, argued that education is aimed at helping the younger generation become independently acting and thinking individuals rather than simply transmitting to them the civilization of the past. American philosopher and educational reformer

John Dewey also participated in the discussion and proposed his progressive philosophy of education. Whatever their position, these thinkers are voicing their understanding of the purpose of education. Obviously, different people hold different opinions at different times and in different contexts. Here are more of these views:

- Education is preparation to live completely. —Herbert Spencer
- A complete and generous education fits a man to perform justly, skillfully, and magnanimously all the offices, both public and private, of peace and war. —John Milton
- There are two types of education... One should teach us how to make a living, and the other how to live. —John Adams
- Education is that which remains, if one has forgotten everything he learned in school. —An unidentified wit
- If the moral purpose of education is to make a positive difference to students' lives, and the purpose of higher education is to help students develop their potential as fully as possible at this level, then enabling students to be creative should be an explicit part of their higher education experience. This is the deep moral purpose that sustains our beliefs and energizes our creativity project—it is most definitely a matter of heart. —Michael Fullan

4. In groups of four, discuss the following questions and write your thoughts and responses on the blank lines below.

- 1) What do you think is the primary purpose of higher education?
- 2) What claims would you make about the purpose of higher education?
- 3) What reflections do you have on your own university education in the past years?
Do you think it could have been improved? If yes, in what ways?

Your claims: _____

Your reasoning to support the claims: _____

Part II Learning the Skills

How to Make a Good Claim

■ What is a claim?

As introduced in Unit 1, an argumentative essay usually consists of four parts: a statement of the issue, a statement of one's position on that issue, arguments that support one's position, and rebuttals of arguments that support contrary positions. A **claim** is the statement of one's position on a particular issue and appears as a statement of fact, definition, value, or policy. It is intended that the audience (i.e., both readers and listeners) will accept it, and sometimes they will take action in response. Here is an example of a claim:

- Employees should be encouraged not to work overtime.

We can understand what a claim is by examining its counterclaim. A **counterclaim** is a claim set up in opposition to a previous claim. The following statement makes the counterclaim to the claim above:

- Working overtime enables people to produce more and increase the overall wealth of our society.

Sometimes, it may not be enough simply to acknowledge other points of view and present our own argument. When we are dealing with an issue that our readers feel strongly about, we may need to rebut the opposing arguments. As introduced in Unit 1, to **rebut** means to negate the claim of another argument. In other words, it is actually to point out problems with an opposing view and to show where the opponent's argument breaks down. For example, the rebuttal to the counterclaim above would be:

- The quality and improvement of a society is not merely based on the wealth it possesses.

ACTIVITY 1



I. The following table illustrates how possible arguments and reasoning can be developed for a claim. In pairs, examine these arguments and ways of reasoning and then discuss how they are related to the claim.

Claim	Arguments	Reasoning
Employees should be encouraged not to work overtime.	Working overtime affects the health of employees.	If people work far more than their normal hours, they often don't have enough time for rest, which may lead to serious health problems.
	Working overtime may affect family relationships.	Working overtime takes up employees' private time and they have less time to spend with their families. This may pose potential danger to their family relationships.
	The culture of working overtime has a negative influence on our society.	When working overtime turns into a work culture, people are encouraged to put their work in first place. This doesn't help improve our society's well-being and may affect its value system.

II. Suppose you were one of the following people, what claim would you make concerning the above issue? What arguments and reasoning would you give for your claim?

- an employee
- a spouse of the employee
- a boss
- a representative from the National Institute of Health

Your claim: _____

Your arguments and reasoning: _____

■ Types of claim

By definition, claims naturally fall into two types: **objective** and **subjective** ones. An objective claim is one whose truth or falsity is independent of whether we think it is true or false. For example, a statement like “There is life on Mars” is an objective claim because whether there is life there does not depend on whether we think there is. Not all claims are objective. For example, “Ronald Reagan was a great president” is not objective because whether or not “Ronald Reagan was a great president” does depend on whether we think he was. If few people think he was, then he was not. It is a matter of opinion or belief. Claims of this type are subjective ones. In other words, whether a subjective claim is true or false is not independent of whether we think it is true or false. What we as arguers need to do is to use solid evidence, strong reasoning or any other methods to argue for or against it. Some would also consider objective claims as claims of fact and subjective ones as claims of value and claims of policy.

Claims of fact assert that something is true or not true. For example,

- Men have more opportunities than women in our society.
- Teenagers whose parents value education are more likely to attend college.

Claims of value assert that something is good or bad, more or less desirable. For example,

- Viewing television is a wasteful activity.
- The central message of all competition is that other people are potential obstacles to one's own success.
- Globalization has spurred inequality—both among citizens in the wealthiest countries as well as among nations of the developing world.

Claims of policy assert that one course of action is superior to another. For example,

- There should still be colleges and schools just for men/boys and some just for women/girls.
- Universities should require every student to take a variety of courses outside the student's field of study.
- Restrictions should be placed on the use of mobile phones in public areas like restaurants and theaters.

One thing that is worth particular attention is the point of view known as **moral subjectivism** in making claims and developing arguments. This assumes that all claims

which have a moral property ascribed to them are purely subjective: that is, whether something is good or bad, right or wrong depends entirely on what we think. “Is it all right for students to cheat in exams because they think exams do not correctly reflect their achievements?” According to moral subjectivists, this is just a matter of opinion and one opinion could be as correct as the other. Another example is “It is permissible to stone a woman to death because she has been accused of committing adultery.” While some people might argue that it is too complicated to make judgments in these cases, most of us would agree that it is not all right for students to cheat in exams, neither is it permissible to stone a woman to death for committing adultery or for any other reason because the rightness and wrongness of actions exist independently of what we think. In other words, moral opinions are not purely subjective even though some might appear to be. As stated in Unit 1, argumentation takes place over controversial issues or claims. For a claim that is either morally right or morally wrong, not much space for argumentation is actually left. A good but not perfect technique to determine whether there is room for argumentation over an opinion with a moral element is to ask yourself the question: *Is your (or someone else's) action prohibited or required by a moral rule or principle?* If not, then it is probably not morally wrong and there is, thus, space for argumentation to take place.

■ How to evaluate a claim?

It is easy to make a claim but not easy to make a good claim. We can discuss a claim we have made with our classmates or instructors and get their reactions. But very often we need to learn how to evaluate claims on our own since this is an important beginning step in learning to write an argumentative essay. Here are some questions we can ask ourselves when reviewing our claim. If the responses to all of them are YES, then it may be a good one.

- **Have I taken a position that others might challenge or oppose?** If the claim simply states facts that no one would, or even could, disagree with, it is highly possible that we are simply providing a summary rather than making a claim.
- **Is my claim specific enough?** Claims that are too vague are often not sufficiently strong. If the claim contains words like “good” or “successful,” we should see if we could be more specific: *why* is something “good”; *what specifically* makes something “successful”?
- **Does my claim pass the “so what?” test?** If our first response is, “So what?” then we need to clarify or perhaps to connect it to a larger issue.

- **Does my claim pass the “how and why?” test?** If our first response is “How?” or “Why?” our claim may be too open-ended and give insufficient guidance to the reader. We can add information to give the reader a better understanding of our position right from the beginning.
- **Does my essay support my claim specifically and without digressing?** If the claim and the whole essay do not seem to go together, one of them has to change. It’s always fine to change the claim to reflect new perceptions that have occurred to us in the course of writing the essay.

Here is an example to illustrate how a claim can be improved through such an evaluation process.

Claim 1: The North and South fought the Civil War for many reasons, some of which were the same and some different.



Claim 2: While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its way of life.



Claim 3: While both Northerners and Southerners believed they fought against tyranny and oppression, Northerners focused on the oppression of slaves while Southerners defended their own right to self-government.

All three claims are concerned with the reasons the North and South fought the American Civil War. Claim 1 simply restates the issue without taking any position on it. Some would argue that it does assume a kind of position but it is not one that can be challenged or opposed. Claim 1 is a weak claim. Claim 2 is much better, in that it takes the position that the two sides fought the war for a reason over which they disagreed (i.e., *fighting for a moral reason* vs. *fighting for upholding their way of life*), which is also specific. Yet, some writers believe that the claim is still too vague to argue for or against, finally concluding that both sides fought for moral reasons but from different perspectives. Claim 3 is these writers’ final position—that both sides believed that they fought against tyranny and oppression but one fought against the oppression of the slaves and the other fought against the oppression of having their right to self-government denied. One thing to note is that this claim is just one of many possible interpretations of the American Civil War. The issue is, thus, controversial and debatable.

ACTIVITY 2 

Read the following claims, identify their types and comment if they are good ones. If not, how would you improve them?

1. Since more and more jobs are opening in computer-related fields, colleges should require courses in computer science.
2. Everyone should take a course in logic. It helps you to think clearly.
3. No one can look back on his schooldays and say with truth that they were altogether unhappy.
4. It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
5. Education is an indivisible part of the prosperity of the nation. The more educated and cultured people there are in a country, the more flourishing and thrifty the country is.
6. The mass media, including TV, radio, and newspapers have a great influence on people and especially on the younger generation. They play an important role in shaping the opinions and positions of the younger generation.
7. Do not train a child to learn by using force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.
8. Foreign capital investment in Third World countries is not the way for those countries to improve the average living standards of their people.

ACTIVITY 3 

Read the following claims and discuss in pairs how you would support each of them. At the same time, reflect upon the way the claims are made and see if you can improve them.

1. Giving in to terrorist demands is rarely, if ever, a good policy.
2. Recessions are periods of reduced economic activity.
3. Sex education should be increased in schools in an attempt to curb problems like teenage pregnancy.
4. College students should have complete freedom to choose their own courses.
5. Rainforest destruction should be prohibited.
6. To encourage healthy eating, higher taxes should be imposed on soft drinks and junk food.

7. College students in China should be offered financial incentives to graduate in three years rather than four.
8. The movie rating system should be introduced in China as soon as possible.

Writing Assignment 1

Write the first draft of your essay in which you argue for or against a claim using what we have discussed so far about claim-making. The following prompts may give you ideas for appropriate topics relevant to the issue explored in this unit. Develop a specific topic, make a relevant claim and argue for or against it. Please do not restrict your choice of topic to the prompts listed below.

Prompts

- One of the best gifts is education. It is not possible to be over-educated. Education means getting to know and understand yourself and the world. Thus, the more people are educated, the better place the world will be.
- Educated workers are more productive. They are able to understand their role in their company or organization, and work out of interest rather than necessity. Uneducated workers, on the other hand, are dissatisfied and have low morale.
- Too much money is being spent on education. This money should be spent on other more important services.
- People are becoming over-specialized. They know more than is necessary for their jobs. They are not flexible enough to be useful in other areas.
- The value of a degree is now lost. People don't have respect for university graduates anymore, since everybody has a degree. This undermines the whole purpose of going to college.

Part III Case Analysis

Essay I

On Education

Albert Einstein

- 1 Sometimes one sees in the school simply the instrument for transferring a certain maximum quantity of knowledge to the growing generation. But that's not right. Knowledge is dead; the school, however, serves the living. It should develop in the young individuals those qualities and capabilities which are of value for the welfare of the commonwealth. But that does not mean that individuality should be destroyed and the individual becomes a mere tool of the community, like a bee or an ant. For a community of standardized individuals without personal originality and personal aims would be a poor community without possibilities for development. On the contrary, the aim must be the training of independently thinking and acting individuals, who, however, see in the service of the community their highest life problem.
- 2 But how shall one try to attain this ideal? Should one perhaps try to realize this aim by moralizing? Not at all. Words are and remain empty sounds, and the road to perdition has ever been accompanied by lip service to an ideal. But personalities are not formed by what is heard and said but by labor and activity.
- 3 The most important method of education accordingly always has consisted of where the pupil was urged to actual performance. This applies as well to the first attempts at writings of the primary boy as to the doctor's thesis on graduation from university, or as to the mere memorizing of a poem, the writing of a composition, the interpretation and translation of a text, the solving of a mathematical problem or the practice of a physical sport.
- 4 But behind every achievement exists the motivation which is at the foundation of it and which, in turn, is strengthened and nourished by the accomplishment of the undertaking. Here there are the greatest differences and they are of greatest importance to the education value of the school. The same work may owe its origin to fear and compulsion, ambitious desire for authority and distinction, or a loving interest in the object and a desire for truth

and understanding and, thus, to that divine curiosity which every healthy child possesses, but which so often is weakened early.

- 5 The educational influence which is exercised upon the pupil by the accomplishment of one and the same work may be widely different, depending upon whether fear of hurting egoistic passion or desire for pleasure and satisfaction is at the bottom of this work. And nobody will maintain that the administration of the school and the attitude of the teachers do not have an influence upon the molding of the psychological foundation for pupils.
- 6 To me the worst thing seems to be for a school principally to work with methods of fear, force, and artificial authority. Such treatment destroys the sound sentiments, the sincerity, and the self confidence of the pupil. It produces the submissive subject. It is not so hard to keep the school free from the worst of all evils. Give into the power of the teacher the fewest possible coercive measures, so that the only source of the pupil's respect for the teacher is the human and intellectual qualities of the latter.
- 7 The second-named motive, ambition or, in milder terms, the aiming at recognition and consideration, lies firmly fixed in human nature. With absence of mental stimulus of this kind, human cooperation would be entirely impossible; the desire for approval of one's fellow-man certainly is one of the most important binding powers of society. In this complex of feelings, constructive and destructive forces lie closely together. Desire for approval and recognition is a healthy motive but the desire to be acknowledged as better, stronger, or more intelligent than a fellow being or fellow scholar easily leads to an excessively egoistic psychological adjustment, which may become injurious for the individual and for the community. Therefore, the school and the teacher must guard against employing the easy method of creating individual ambition, in order to induce the pupils to diligent work. Darwin's theory of the struggle for existence and the selectivity connected with it has by many people been cited as authorization of the encouragement of the spirit of competition. Some people also in such a way have tried to prove pseudo-scientifically the necessity of the destructive economic struggle of competition between individuals. But this is wrong, because man owes his strength in the struggle for existence to the fact that he is a socially living animal.
- 8 As little as a battle between single ants of an ant hill is essential for survival, just so little is this the case with the individual members of a human community.

Therefore, one should guard against preaching to the young man success in the customary sense as the aim of life. For a successful man is he who receives a great deal from his fellow men, usually incomparably more than corresponds to his service to them. The value of a man, however, should be seen in what he gives and not what he is able to receive.

- 9 The most important motive for work in school and in life is pleasure in work, pleasure in its results, and the knowledge of the value of the result to the community. In the awakening and strengthening of the psychological forces in the young man, I see the most important task given by the school. Such a psychological foundation alone leads to a joyous desire for the highest possessions of men, knowledge and artist-like workmanship.
- 10 The awakening of the productive psychological powers is certainly less easy than the practice of force or the awakening of individual ambition but is the more valuable for it. The point is to develop the childlike inclination for play and the childlike desire for recognition and to guide the child over to the important fields for society; it is that education which, in the main, is founded upon the desire for successful activity and acknowledgment. If the school succeeds in working successfully from such points of view, it will be highly honored by the rising generation and the tasks given by the school will be submitted to as a sort of gift. I have known children who preferred school time to vacation.
- 11 Such a school demands from the teacher that he be a kind of artist in his province. What can be done that this spirit be gained in the school? For this there is just as little a universal remedy as there is for an individual to remain well. But there are certain necessary conditions which can be met. First, teachers should grow up in such schools. Second, the teacher should be given extensive liberty in the selection of the material to be taught and the methods of teaching employed by him. For it is true also of him that pleasure in the shaping of his work is killed by force and exterior pressure.
- 12 If you have followed my meditations up to this point, you will probably wonder about one thing. I have spoken fully about what spirit, according to my opinion, youth should have been instructed. But I have said nothing yet about the choice of subjects for instruction, nor about the method of teaching. Should language predominate or the technical education in science?
- 13 To this I answer: in my opinion all this is of secondary importance. If a young man has trained his muscles and physical endurance by gymnastics and walking,

he will later be trained for every physical work. This is also analogous to the training of the mind and of the mental and manual skill. Thus, the wit was not wrong who defined education in this way: "Education is that which remains, if one has forgotten everything he learned in school." For this reason I am not at all anxious to take sides in the struggle between the followers of the classical philological-historical education and the education more devoted to natural science.

14 On the other hand, I want to oppose the idea that the school has to teach directly that special knowledge and those accomplishments which one has to use later directly in life. The demands of life are much too manifold to let such a specialized training in school appear possible. Apart from that, it seems to me, moreover, objectionable to treat the individual like a dead tool. The school should always have as its aim that the young man leaves it as a harmonious personality, not as a specialist. This in my opinion is true in a certain sense even for technical schools, whose students will devote themselves to a quite definite profession. The development of general ability for independent thinking and judgment should always be placed foremost, not the acquisition of special knowledge. If a person masters the fundamentals of his subject and has learned to think and work independently, he will surely find his way and besides will be more able to adapt himself to progress and changes than the person whose training principally consists in the acquiring of detailed knowledge.

15 Finally, I wish to emphasize once more that what has been said here in a somewhat categorical form does not claim to mean more than the personal opinion of a man, which is founded upon nothing but his own personal experience, which he has gathered as a student and as a teacher.

ACTIVITY 4

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What does Albert Einstein believe to be the primary purpose of education?
2. According to Einstein, what is the most important educational method? Do you agree? If yes, what would be the significance of applying such a method in the Chinese educational context? If not, what method would you recommend?
3. How do you understand the statement that "Education is that which remains, if one

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has forgotten everything he learned in school?" (Para. 13) Please give an example to illustrate your understanding.

4. What are the best and/or worst things about Chinese education? In what aspects do Chinese and Western education possibly differ?
5. Many people cite Darwin's theory of "survival of the fittest" to justify competition in schools. Einstein obviously argues against it. What do you know about Darwin's theory of evolution by natural selection? And do you think Einstein's arguments are convincing? Why or why not?

ACTIVITY 5

Read the essay, critically considering its writing techniques, and discuss the following questions in groups of three or four.

1. What claim does Einstein make concerning the purpose of education? Is it a claim of fact, definition, value or policy? Do you accept it? Why or why not? What could be a counterclaim to it?
2. What are Einstein's main arguments and reasoning thereafter developed out of the particular claim? Are you convinced? If not, how would you improve them?
3. What assumptions do you think Einstein starts from when making such a claim? Do you think the assumptions are reasonable and valid? Why or why not?
4. How is this claim related to the discussion of educational method? Is the latter supportive of the former?
5. Are you convinced by Einstein's reasoning about motivations for learning? Is it logically consistent with his reasoning about the purpose of education?

Essay 2

The Neglected Purpose of Education

Jack Jennings

- 1 *"To prepare all citizens to become responsible members of a democratic society."*
- 2 *"To develop socialization and citizenship skills in children."*
- 3 *"Preparing students for responsible, productive citizenship and imbuing them with values common to one democratic society."*
- 4 These similar phrases were developed by diverse groups of citizens in three communities—Berwyn, Illinois, Chicago, and Pittsburgh, Pennsylvania, respectively—to describe what they saw as a basic mission of public education.
- 5 These conclusions emerged from 72 citizens' forums held in all regions of the country in 1996 through 1998 by the National PTA, Phi Delta Kappa, and the Center on Education Policy. Their purpose was to encourage local residents to discuss the purposes of public education, the effectiveness of their schools, and ways to improve public education.
- 6 The conversations, which lasted three to four hours, included parents of public school and home-schooled children, Catholic school administrators, law enforcement officers, religious leaders, business people, and many others. Public school educators were limited in number so their views would not overwhelm the opinions of others. Discussions were held in small groups so that everyone had a chance to speak. To ensure the independence of this venture, funding came from charitable foundations.
- 7 Strikingly, the participants in every meeting in every part of the country concurred that there were two main purposes of public education: to prepare students for further education and employment and to prepare them to be good citizens. Citizens at various meetings came up with slightly different wording and combinations of purposes, but they consistently agreed on those two purposes.
- 8 Now, fifteen years later, public schools are focusing on the first purpose, preparing students for further education and employment. Sadly, the second purpose, preparing students for citizenship, is being lost amid the emphasis on the first.

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9 Civic education has been the traditional means of teaching students about democracy. Students learn about the role of government in American society, what good citizenship means, which skills are needed to be good citizens, and how to promote tolerance and respect for others.

10 But civic learning has been increasingly pushed aside, according to the Center for Civic Education (CCE). Until the 1960s, according to a paper by the Center's John Hale and Mark Molli, three civics and government courses were common in American high schools. Two of them ("Civics" and "Problems of Democracy") explored the role of citizens and encouraged students to discuss current issues. Today those courses are very rare, as is "professional development" in civics instruction for teachers. In New Jersey, for example, only 39 percent of districts had a required course in civic education, and just 35 percent of districts offered in-service training opportunities for teachers in civic learning. In Arizona, 53 percent of public school teachers had never been given in-service professional development in civic learning.

11 What remains is a course on "American Government" that usually spends little time on how people can, and why they should, participate as citizens. This course is usually offered in twelfth grade—too little, too late, especially for the large number of students who drop out before their senior year and may benefit the most from understanding their rights and responsibilities as citizens.

12 In the elementary grades, CCE notes in the same paper, civic learning used to be woven throughout the curriculum. In 2010, less than half of 4th grade teachers reported emphasizing key topics of civic education to a moderate or large extent, according to the most recent NAEP civics assessment. Not surprisingly, only 27 percent of 4th graders, 22 percent of 8th graders, and 24 percent of 12th graders performed at or above the "proficient" level on the 2010 NAEP civics assessment. Only 52 percent of 4th graders could correctly identify the main idea in a summary of the introduction to the Declaration of Independence.

13 The large influx of immigrants, including many from countries that are not fully or even partly democratic, creates a special urgency for civic education. The terrorist attack at the Boston Marathon by two immigrant youths reminds us of the challenges involved in instilling democratic values and tolerance among immigrants from every part of the globe.

14 In June 2013, the CCE will release a new civic education curriculum that takes advantage of interactive technology while still being well-grounded in

content. Chuck Quigley, executive director of the Center, drew on his decades of experience to update the teaching in this area.

15 Thus, the public endorses fostering citizenship as a basic purpose of public education, assessments document the need for civic education, and the teaching material is available. Yet schools are not placing a high value on this subject. The goal of strengthening our nation's economic competitiveness by improving math, science, and language arts education has overshadowed the need to teach children the values fundamental to preserving democracy.

16 Politicians and elected officials ought to understand the importance of civic education more than anyone, but most stand by silently as civic education is downgraded. That is not the case with other disciplines. Professionals whose jobs involve math and science advocate for more time in the school day for their specialties, but people who have devoted their careers to government and politics are generally not vocal in advocating for civic education.

17 We all must remind ourselves that students need to be taught what it means to make a democracy work. Otherwise, we imperil the very existence of our democratic society.

ACTIVITY 6

Read the essay critically for its ideas and discuss the following questions in pairs.

1. According to Jack Jennings, what is the “neglected purpose” in American public education? Is it also a neglected purpose in Chinese education?
2. Why is civic education important? What can students learn from it?
3. According to Jennings, American public schools are not placing a high value on civic education. Why is this the case?
4. What are the politicians and elected officials’ attitudes toward this alleged missing mission of public education? Does the same thing happen in the Chinese context?
5. Compare Essays 1 and 2 and comment in what way they are similar to or different from each other concerning the purpose of education.

ACTIVITY 7



Read the essay, critically considering its writing techniques, and discuss the following questions in groups of three or four.

1. What is Jennings' claim about American public education? What assumptions might he be working from when making this claim?
2. How does Jennings argue for the claim in general? Is the argumentation effective and convincing?
3. Jennings reports in details how the conclusions about the basic mission of public education have emerged from different citizens' forums. What is his purpose in doing this? In what way is it related to his making the claim?
4. What evidence does Jennings use to support his argument that "civic learning has been increasingly pushed aside" (Para. 10)? Is the evidence logically relevant and strong? If not, what do you think Jennings could do to improve his argument?
5. Another argument Jennings makes is that most politicians and elected officials "stand by silently as civic education is downgraded." (Para. 16) Is this argument well supported? If not, what do you think should be done to strengthen it?

Part IV Language Study

Effective Language

Language is considered a resource in argumentation—arguments are cast in language and language is an intrinsic aspect of arguments, not something that is added simply for ornament. To write effectively, it is not enough to have well organized ideas in complete and coherent sentences and paragraphs. We must also think about the style, tone and clarity of our writing, and adapt these elements to the readers. Arguers make choices about language at three levels: word, sentence and discourse, which all serve as a strategic resource for conveying meaning as intended. Sometimes a sentence is hard to understand because of a problem with the syntax, or at the sentence level. But very often problems with clarity of language are a matter of **word choice** (or **diction**).

Choosing words that capture our meaning and convey that meaning to the readers is, thus, important yet challenging. When used effectively, word choice can help make writing clear, concise and compelling. Effective word choice means that the words

chosen must be appropriate to the intended message. Let's consider the following examples and see what the problems might be:

- Martin is addicted to biting his fingernails.
- Martin has the habit of biting his fingernails.

The first sentence is an example of the misuse of the denotative word “addicted” followed by the correct usage “habit” in the second sentence. Words have both denotations (literal meanings, or “dictionary definitions”) and connotations (suggestive meanings). The example below tells us more about the differences between denotation and connotation.

- You may live in a house, but we live in a home.

“House” and “home” are common, simple single words. If we were to look them up in a dictionary, we would find that both have the same meaning, “a dwelling place.” But the sentence above suggests that “home” has an additional meaning that “house” does not have. Apart from the strict dictionary definition (or denotation), we also associate such things as comfort, love, security, and privacy with “home” but do not necessarily make the same associations with “house.” The various feelings, images, and memories that surround a word make up its connotations. Connotations can be both negative and positive. Consider the following example:

- There are over 2,000 vagrants in the city.
- There are over 2,000 people with no fixed address in the city.
- There are over 2,000 homeless people in the city.

All three of these expressions refer to exactly the same group of people, but they invoke different associations in readers’ minds: a “vagrant” is a public nuisance while a “homeless” person is one worthy of pity and charity. The dry expression “with no fixed address” is deliberately used to avoid most of the positive or negative associations of the other two expressions. For now, we need to know that the relationship between words and meanings is extremely complicated and a primary source of misunderstanding often lies in incorrect word choice, especially instances involving differences between denotation and connotation.

Other common problems with clarity of language include **awkwardness**, **vagueness** and/or **ambiguity**. Consider the following examples:

Example 1: The dialectical interface between neo-Platonists and anti-disestablishment Catholics offers an algorithm for deontological thought.

Revision: The dialogue between neo-Platonists and certain Catholic thinkers is a model for deontological thought.

Problem: Use of jargon or technical terms that make the readers' work unnecessarily difficult. Sometimes we need to use these words because they are important terms in our field, but we shouldn't throw them around just to "sound smart" as doing so often results in awkward language use.

Example 2: My cousin Jake hugged my brother Trey even though he didn't like him very much.

Revision: My cousin Jake hugged my brother Trey even though Jake doesn't like Trey very much.

Problem: Use of a pronoun when readers cannot tell whom/what it refers to. This is an ambiguous use of language.

Example 3: Society teaches young girls that beauty is their most important quality. In order to prevent eating disorders and other health problems, we must change society.

Revision: Contemporary American popular media, like magazines and movies, teach young girls that beauty is their most important quality. In order to prevent eating disorders and other health problems, we must change the images and role models girls are offered.

Problem: Use of loaded language. Sometimes, as writers, we know what we mean by a certain word (e.g., "society"), but we do not spell it out for readers. We use the word often, but without clarifying what we are talking about. This is often the source of vagueness and/or ambiguity in language use and it hampers understanding.

Another two problems are **wordiness** and the **overuse of slang and cliché**. Wordiness refers to a situation in which instead of choosing exactly the right word to express an idea concisely, a writer is verbose, using too many imprecise words. Examine the following examples and see if this might be a problem with our writing:

(absolutely) essential	(currently) underway	(generally) tend to	past (experience)
(already) existing	(definitely) proved	(long) been forgotten	period (of time)
(alternative) choices	empty (void)	mix (together)	simply (speaking)
at (the) present (time)	(end) result	(model) simulation	smaller (in size)
(basic) fundamentals	(fellow) colleague	never (before)	(time) evolution
(completely) eliminate	fewer (in number)	none (at all)	the (color) white
(completely) false	first (began)	(very) unique	variety of (different)
(continue to) remain	(general) overview	(overall) summary	

Note: Wordy words or expressions are listed in bold.

Clichés are catchy phrases so frequently used that they have become trite and annoying. They are problematic because their overuse has diminished their impact and because they require several words where often one would do. This is especially true in argumentative writing where concision and clarity are particularly valued. The way to avoid clichés is first to recognize them and then to create shorter, fresher equivalents. Look at the following paragraph and point out any clichés in it:

John Doe had been sleeping like the dead when his alarm clock screamed like a banshee at him. It was 1:36 p.m., and John had planned to be up bright and early that morning. His eyelids were as heavy as lead as he wracked his brain for excuses. It had been the mother of all lost weekends. Now he had to pay the piper—he'd missed Core again, and the hand of doom was heavy upon his grade in the class.

We can immediately see that some expressions in the paragraph are very familiar: “sleeping like the dead,” “screamed like a banshee,” “bright and early,” “as heavy as lead,” “pay the piper,” etc. Frequently used, sometimes overused, these phrases are now worn-out language. They are typical clichés.

We can next ask if there is one word that means the same thing as the cliché(s) we have identified in these paragraphs. If not, can we use two or three words to express the idea?

To sum up, to be concise and precise, avoiding ambiguity and overuse of clichés, does not mean that argumentative prose has to be boring. On the contrary, effective word choice will help make argumentation more compelling and appealing. In order to write effectively, the writer must consider the objective of his/her essay, the context in which it is being written, and who will be reading it. This is not only a rule of thumb (a cliché, by the way) in argumentative writing but also for other types of writing.

ACTIVITY 8 

In the following sentences, replace the slang or cliché with the selection more appropriate for formal writing by ticking the box that precedes your answer.

1. My mother *freaked out* when she saw the phone bill.
 bugged out got very upset
2. The book was so *wicked cool*. I'd recommend it to anyone.
 entertaining awesome
3. Lisa was really *messed up* and started drinking heavily.
 screwed up having a hard time
4. Even when *I've got homework coming out of my ears*, I'm still glad to be a student.
 I've got more homework than I'll ever finish.
 I'm up to my eyeballs in homework.
5. As foster parents, we got more than we *bargained for*.
 were out of our league were overcome with unexpected responsibilities

ACTIVITY 9 

Read the following paragraphs individually or in pairs, paying particular attention to the italicized expressions. All of these expressions would be too imprecise for use in some contexts; determine which are too imprecise in this context.

In view of what can happen in 12 months to the fertilizer you apply *at any one time*, you can see why just one annual application may not be adequate. Here is a guide to timing the feeding of some of the *more common types* of garden flowers.

Feed begonias and fuchsias *frequently* with label-recommended amounts or *less frequently* with *no more than* half the recommended amount. Feed roses with label-recommended amounts as *a new year's growth begins* and as *each bloom period ends*. Feed azaleas, camellias, rhododendrons, and *similar* plants *immediately after* bloom and again when the nights begin cooling off. Following these simple instructions can help your flower garden to be as attractive as it can be.

Writing Assignment 2

Write the final draft of your essay based on the feedback you received from peer evaluation and your instructor, and be prepared to submit it. The final draft may be your second, third or even fourth or fifth draft for some of you. Work on the drafts using the following checklist.

Checklist

Mark the question with a check (✓) if your answer is yes.

- Have I made a good claim?
- Is it controversial and debatable?
- Is it specific enough to be argued for or against?
- Did I make efforts to evaluate it before I started to write the essay?
- Did I read extensively about the issue I explore in the essay?
- Is my language sufficiently concise and precise?
- Am I sure what each word I have used really means?
- Have I used language effectively?

Reflective Journal

Please write down your reflections upon what you have/have not yet learned in this unit:

- Issues I have investigated

- Writing knowledge and skills I have acquired and developed

- ▶ Critical thinking and intercultural competence I have cultivated

- ▶ Language I have studied

- ▶ Anything I wish to explore further (i.e., puzzles and difficulties)

3

Unit

Crime and Justice

How to Support a Claim



“ Right is right, even if everyone is against it, and wrong is wrong, even if everyone is for it. **”**

—William Penn

“ As a man sows, so he shall reap. **”**

—old Chinese saying



Objectives

Writing Skills

- ▶ Support an argumentation claim
- ▶ Distinguish types of support in argumentation
- ▶ Compose statements that support arguments

Language Study

- ▶ Identify the signposting words for premises and conclusions
- ▶ Use the signposting words to make a coherent argument

Critical Thinking

- ▶ Identify and understand perspectives related to juvenile delinquency and gun control
- ▶ Evaluate the assumptions underlying these perspectives
- ▶ Explore the implications and consequences of these perspectives

Intercultural Competence

- ▶ Understand the rationale offered by different legal systems regarding juvenile delinquents
- ▶ Identify and articulate cultural similarities and differences regarding gun control
- ▶ Reflect on the nature of crime and how different cultures view crime prevention

Part I Exploring the Main Issue

Pre-class Reading and Research

1. Do preliminary reading and research on the causes of crime in today's society—especially youth criminality—related to the following questions.
 - 1) What reasons are often cited to explain crime in today's society? Give at least three reasons and their supporting details.
 - 2) Do you think gun control is vital to curb serious crime against people? Please give reasons to support your view.
2. The debate over gun control in the United States, recently reignited by a series of mass killings by gunmen in civilian settings, has waxed and waned over the years. However, despite extensive public support for gun control, as of 2016, there were no federal laws prohibiting civilian possession of handguns. Why do you think gun control is such a big issue in America? What are the historical, cultural and social reasons underlying this issue?
3. Work in groups of four and do thorough preparation for a class presentation on your reading, thinking and research findings.

Issue Prompt

Does justice exist?

Justice is sometimes used interchangeably with the word “fairness.” In any situation, be it in a courtroom, at the workplace, or in a line at the local bar, we want to be treated fairly. Because we have this desire to be treated with fairness, the assurance of justice is usually a prerequisite for a good society. However, justice remains a difficult topic to discuss with clarity because people often disagree over what they deserve and whether they are receiving it. Such disagreements raise the issue of whether or not justice exists. The following are common points of view on the issue, embodying an interesting dichotomy between PRO and CON.

PRO

- Yes, justice exists. We have a judicial system in place to see that it does. In this country at least, there is a justice system that assures criminals

are punished in a way that is fair, so that no rights are violated. The court system in this country is set up to ensure that justice is done to those who have broken the law, that anyone accused has certain rights. If a punishment is deserved for a crime committed, then justice is handed down in the appropriate measure.

- Justice exists because if it is not delivered through the legal system, it will be awarded eventually. I truly believe that a person will get what s/he deserves even though our judicial system might not be ideal and people sometimes might not receive justice there. I believe that, in the long run, things will catch up with the person and fate will deliver justice. One way or another, the person will get what s/he deserves in the end.
- Justice does exist: it just comes in different forms. The whole idea of “justice” is for those who deserve to be punished for wrong-doing. With the laws we have in place today, it’s difficult to punish all wrong and criminal acts. The justice system does try, though some individuals manage to escape it and get away with their crimes. It is important to remember that, “what goes around comes around.” Justice comes in many forms.

CON

- No! Justice is only for people who can afford to pay! If you can afford a lawyer and toss money around like water, then there is justice. But if you cannot afford a lawyer, then there is no justice. The people who need a lawyer most are usually the people who cannot afford one. They are left to battle the system on their own which usually ends up with the justice system turning against them just because they couldn’t afford to use it properly.
- There is no justice because life just isn’t fair. The law is unfair. Justice means that things conclude fairly and people get what they actually deserve. This doesn’t happen when it comes to court systems. A criminal doesn’t always get what s/he deserves and the victim loses more than s/he could ever have expected and of course didn’t deserve. How can justice exist when this happens?
- To ask if something exists is an inquiry into the realm of objective reality. Blame, responsibility, duty, morality, desert, merit, fairness are all relative terms. Their meanings and applications vary according to what a given individual or group “values.” The common concept of justice is no exception and is in fact not common at all! The idea of what constitutes “fair” behavior or treatment is not universal and it can differ widely even amongst people of the same culture. Our best objective observation about ourselves is that we are products of our genes and our environment. With such vast variables as these, it is highly unlikely that any two people or their values will ever be exactly the same and so any concept involving a universal standard of equal treatment is bound to fail. The more far-reaching the standard, the greater its failures will be.

4. In groups of four, discuss the following questions and write your responses or thoughts on the following blank lines.

- 1) Do you think justice is a universal concept that can be applied across cultures?
- 2) To what degree do you agree or disagree with the points of view above?
- 3) What is your position on whether justice exists? What are your arguments?

Your position: _____

Your arguments: _____

Part II Learning the Skills

How to Support a Claim

■ What is support?

As introduced in Unit 1, an argument that supports a claim is called the support. Usually several arguments are needed to support a claim. Each argument is a group of statements known as **premises** designed to support a conclusion which leads up to the claim. Let's look at the example from Unit 1 of two arguments supporting the claim: tipping should not be continued.

Argument 1

Premise 1: With tipping, common sense leaves too much open to uncertainty.

Premise 2: If the tipper gives too little, the receiver is embarrassed and uncomfortable. If the tipper gives too much, SHE may be embarrassed and uncomfortable.

Premise 3: Because of this uncertainty, both individuals involved may be embarrassed and uncomfortable.

Conclusion: The practice of tipping leads to embarrassment and discomfort.

Argument 2

Premise 1: If we were to raise the wages paid to service staff, students would not have to rely on tips to afford a university education.

Premise 2: If students did not have to rely on tips to afford a university education, it would not be necessary to continue the practice of tipping.

Conclusion: Therefore, the practice of tipping could and should be discontinued.

From the above example, we can see that the conclusion is the statement for which we are giving reasons and the statements which give reasons are the premises. Usually, there are several premises leading to one conclusion as shown above. But other combinations (one premise leading to one conclusion and several premises leading to several conclusions) are also possible. If we cannot identify at least one premise and at least one conclusion, then what we have is not an argument. Of course, in everyday ordinary language arguments, the premises and conclusions are not labeled. We need to study the logical relationship between or among the statements to identify them.

ACTIVITY 1



Examine the following arguments. First identify the premises and conclusions in each of them and then discuss in pairs whether the premises are strong enough. If not, how would you improve them?

1. Be an optimist. There is not much use being anything else.
2. Selfish persons are incapable of loving others because love is a relationship involving two or more people whereas selfish people care only about themselves.
3. Happiness cannot come from without. It must come from within. Happiness is a state of a person's mind—the reflection of what s/he is deep down. It is not determined by any external condition; the feeling a millionaire derives from his/her money cannot be called happiness; it is only greed.
4. College students should be careful about blind dates because they can be risky. For example, a friend of mine who was involved in a cyber-romance...
5. The evils of the world are due to moral defects quite as much as to lack of intelligence. But the human race has not hitherto discovered any method of eradicating moral defects... Intelligence, on the contrary, is easily improved by methods known to

every competent educator. Therefore, until some method of teaching virtue has been discovered, progress will have to be sought by improvement of intelligence rather than of morals.

6. If you study other cultures, then you realize what a variety of human customs there is. If you realize what a variety of human customs there is, then you question your own customs. If you question your own customs, then you become more tolerant. Therefore, if you study other cultures, you become more tolerant.

■ Types of support in argumentation as communication

There are mainly three types of support possible in argumentation as communication: **evidence** (facts, statistics, etc. that form the premises of the argument), **reasoning** (the means of demonstrating the relationship between the evidence and the conclusion) and **emotional appeal** which is a strategy used to awaken the appropriate sensibilities in an audience in order to induce them to think seriously about an issue and act accordingly.

Support through evidence

Facts are pieces of information that can be confirmed or verified. For example, we can confirm that sea water tastes salty. (Simply have someone take a sip of it.) We can confirm that the sky looks blue to those on earth. (Just go outside and look up.)

Analogy is an extended comparison in which different things are shown to be similar in several ways. Analogies are used to make complex issues simple. The following analogy is used to object to the government's paying for abortions:

Because the courts have ruled that women have a legal right to an abortion, some people have jumped to the conclusion that the government has to pay for it. You have a constitutional right to privacy, but the government has no obligation to pay for your window shades.

Authoritative testimony is the citation or quotation of acknowledged experts in a certain field. The trick is that we need to make sure the “expert” is indeed an expert. For example, for a paper on the toxic effects of caffeine, we might quote a neurologist who has studied the effects of caffeine on the brain. We should not quote Auntie Lucy just because she is really healthy.

Personal experiences are evidence from our daily life. On some topics we can speak with authority, the authority of personal experience. For example we may have been injured while riding a motorcycle without wearing a helmet, or we may have escaped injury because we wore a helmet. Our personal testimony on topics relating to the issue of wearing a helmet while riding a motorcycle may be valuable.

Statistics are percentages, averages, and ratios of a number of individual instances. Statistics based on an adequate sample can be valuable support for a conclusion. For example, a student with a GPA of 3.9 at the end of his senior year is a stronger candidate for graduating summa cum laude than another student with a GPA of 3.4.

Support through reasoning

Logical reasoning plays a central role in argumentation. Without it, argumentation would be impossible. Reasoning can be classified as either deductive or inductive. In a **deductive argument**, the conclusion follows logically from the premises, i.e. if the premises are true, then the conclusion must be true. The following is an example of a deductive argument:

Premise 1: Only those who score 600 or over can be admitted into the program.
 Premise 2: Tom scored 580.
 Conclusion: Therefore, Tom cannot be admitted into the program.

Inductive argument moves from particular observations or experience and reasons to a general conclusion. It is more complicated, more controversial, and less certain than deductive reasoning. Consider the following example:

Premise 1: All my friends have scored 600 or over.
 Premise 2: They have all been admitted into the program.
 Conclusion: Therefore, the score required for the admission to the program is 600 or over.

As is shown in the example, in an inductive argument the premises may be true, but that does not guarantee the truth of the conclusion.

Support through emotional appeal

In argumentative writing, for our argument to be persuasive, it must not only be logical, but also “feel right.” It must treat readers as real people by appealing to their common sense, hopes, pride, and notions of right and wrong. There are circumstances in which it will be legitimate to awaken the appropriate sensibilities in an audience in order to induce them to think seriously about an issue and act accordingly. For example, if we want to solicit money for African children affected by AIDS, we may have a better chance of succeeding if we describe the heart-rending circumstances of these children.

Generally speaking, there are two types of emotional appeal: appeal to pity and appeal to shared beliefs and values.

Appeal to sympathy: here, we draw attention to some circumstance affecting us or

someone else and gain the sympathy of our audience, leading them to a conclusion they would otherwise have been unlikely to accept.

Appeal to shared beliefs and values: the idea is to search for common grounds even if we are addressing an audience whose position is completely opposed to our own.

Here are some tips for effective emotional appeal:

- Know our real readers. Who are they—peers, professors, or fellow citizens? What are their allegiances, worries, and dreams?
- Picture readers as resistant. Accept that our readers, including those inclined to agree with us, need convincing. Think of them as alert, cautious, and demanding—but also interested.
- Engage readers positively. Appeal to their better natures—to their sense of honor, justice, social commitment, altruism, and enlightened self-interest. Avoid appealing to ignorance, prejudice, selfishness, or fear.
- Use a fitting tone. Use a tone that is appropriate for the topic, purpose, situation, and audience.
- Aim to motivate, not manipulate, readers. While we do want them to accept our viewpoint, it's not a win-at-all-costs situation. Avoid bullying, guilt-tripping, and exaggerated tugs on heartstrings.

ACTIVITY 2

Read the following short paragraphs and determine what type(s) of support is/are used in each to back up the conclusion of the paragraph. Are the support and the conclusion logically linked? If not, please make appropriate changes.

1. People need to improve their understanding of how language works so that they can use it more effectively. Research studies show that the study of a foreign language improves our understanding of the structure of language, providing a means of comparing different language structures. Therefore, people who speak only one language should be encouraged to study a second language.
2. The use of cell phones while driving makes driving more dangerous, though to what extent is unclear. The Insurance Information Institute recently summarized some studies: the Harvard Center for Risk Analysis blamed cell phones for six percent of auto accidents each year, involving 2,600 deaths (but admitted that estimates are difficult); the AAA Foundation for Traffic Safety studied videotapes of 70 drivers

and concluded that cell phones are distracting, though less so than many other activities.

3. You might expect that personal computers in dorm rooms would be used for nonacademic purposes, but the problem is not confined to residence halls. The other day I walked into the library's reference department, and five or six students were grouped around a computer—not conducting research but playing games. Every time I walk past the library's so-called research computers, it seems that at least half of them are being used to play games, chat or aimlessly surf the Internet.
4. It is impossible to find any place where there is absolute silence. Now, everywhere you go there are mobile phones ringing, people shouting, car horns blaring, music pouring from ghetto-blasters or ringing out in its irritating tinny tones from personal stereos. There is no place where you can go that does not have a sound of some kind breaking the silence. Noise pollution is definitely on the rise.
5. A head of state should have extraordinary power during wartime. The state at such a time is like a ship in a storm. The crew needs to lend its assistance, but decisions are best left to the captain.
6. According to the San Francisco Police Department, in 1990 the city received 1,074 citizen complaints of brutality against the police. Los Angeles received only half as many complaints in the same period, and Los Angeles has five times the population of San Francisco. So the police of San Francisco are much more inclined to use excessive force than the police of Los Angeles.
7. Children do not have time for school. One-third of the time they are sleeping (about 122 days); one-eighth of the time they are eating (three hours a day, totaling 45 days) and one-fourth of the time is taken up by summer and other vacations (91 days), for a total of 362 days. So how can a child have time for school?
8. When stores compete for customers, they try to offer special deals and services to look more attractive than the competition, and advertise heavily to draw new customers in and old customers back. Then the other stores respond with special deals and advertisements. Customers are drawn from store to store and then back again: they believe that they can get the best deal by "shopping around." It could be just the same with competing schools. Each school might advertise and offer special deals, and other schools would respond. Parents would "shop around" just as grocery shoppers or department store customers do now.

ACTIVITY 3 

Read the following claims and discuss in pairs how you might support each of them.

1. It must have rained last night.
2. I should get an “A” in this course.
3. American people are more interested in *American Idol* than in presidential politics.
4. Anticipating torture can often be more terrifying than actual torture.
5. The slower traffic speeds necessitated by traffic circles reduce the number and severity of accidents.
6. Reducing young people’s exposure to violence is important.
7. Social media help older people stay connected.
8. Take-home exams do not necessarily lead to cheating.

Writing Assignment 1

Write the first draft of your essay on the issue of crime and justice. Construct valid and truthful arguments, taking care that your evidence is incontrovertible, your reasoning valid, and your conclusions strongly supported. You should not attempt to argue the most general formulation of an issue; instead, select a specific instance related to it: for example, instead of “guns should be prohibited,” try “gun sellers should be held responsible for gun-related crimes.” The following prompts may give you ideas for appropriate topics relevant to the issue explored in this unit. Please do not restrict your choice of topic to the prompts listed below.

Prompts

- Young offenders who are dangerous and beyond any possible help should be sentenced as adults.
- Newspapers or magazines that explicitly describe the process of commission of a crime should be banned.
- *Kongfu* is your only protection.
- Retailers who sell counterfeit foods should be held legally responsible.
- Computer games featuring violence should be prohibited.

Part III Case Analysis

Essay I

Treating Juveniles as Adults

Does Not Deter Crime

Kevin Hile

1 Proponents of strict criminal legislation believe that sending juveniles to adult criminal courts, where they can receive a sentence of life in prison or even capital punishment, will not only provide fairer sentences for those who commit horrible crimes but will also deter others from doing the same. As the logic goes, if a minor realizes that s/he might receive a lengthy prison term or even be executed for a crime, rather than just being sent to a juvenile facility until the age of 18, then fear of retribution will cause him or her to “think twice” before participating in a crime. However, this may not be the case.

2 Psychologists and psychiatrists have held that egocentrism in children and adolescents can cause them to make poor decisions without considering the consequences of their actions. Egocentrism can also lead young people into a mindset in which they don’t believe that anything bad can happen to them—“That will never happen to me!” The American Bar Association Juvenile Justice Center discusses this “invincibility” in its report “Kids Are Different”: “Adolescent approaches to time differ from those of adults. Generally, adolescents either seem unable to think about the future (i.e., they can’t think past the present), or they discount the future and weigh more heavily the short-term risks and benefits from decisions” (Rosado, 2000). With this inability to see beyond his or her immediate needs, emotions, and perceptions, many believe that a child or adolescent will not be able to think ahead of the consequences of his or her actions. If this is so, the entire idea of stiff criminal penalties for juveniles serving as a deterrent to antisocial behavior is flawed.

3 Not only does it not deter juvenile crime, but some people feel that harsher punishments actually make juveniles feel unfairly victimized, which only makes the situation worse. “Ironically,” writes Redding, “punishment may encourage

lawbreakers to focus on themselves rather than on the victims and the community as they learn to 'take the punishment' without taking responsibility for their misbehavior." (Redding) Jail time therefore simply becomes something to be endured for many juveniles, rather than serving as a lesson about disobedience that causes the young offender to change his or her ways in order to avoid future punishment. Therefore, they remain just as much a threat to society after they are released as they were before they were brought to court.

- 4 In certain cases where juvenile offenders are transferred to criminal courts, it is believed that juvenile courts, which can't keep minors in prison past their 18th birthday or mete out capital punishment, are not able to protect society from the dangerous young people who are becoming more commonplace in the criminal justice system. On the surface, one might logically conclude that tougher legal guidelines will result in longer sentences, thus keeping dangerous juveniles off the streets longer and protecting the general public. In reality, say some experts, this is not how the system has worked. The more juveniles enter the system, the more crowded prisons become and the more backlogged courts become. A backlog in the courts means that lawyers are more likely to try to settle cases out of court, which means less jail time, and judges are more likely to send many cases that have been waived to criminal court back to juvenile court. When juveniles are sentenced to time in prison, they are released earlier because there is no room for them in the already crowded facilities. Therefore, our "get tough" strategy has created the optimum conditions for less stringent treatment for both juveniles and adult offenders, as correctional professionals continually seek better ways to manage growing numbers of non-incarcerated offenders.
- 5 For those juveniles who do end up in an adult prison, the likelihood that the experience will in any way rehabilitate them is remote. Adult facilities can be nightmarish for young people, who are often subjected to assault and rape by older inmates. Psychologists hold that when young people are subjected to abuse, they are likely to learn this behavior and carry it out themselves when they reach maturity. Unlike in family situations, however, where behavior such as hitting is learned from bad role models such as parents, juveniles learn to be more violent in prison as a matter of survival. Young inmates try to fit in with the older, more aggressive prisoners while also trying not to appear "weak" by acting like adolescents. According to Jason Ziedenberg and Vincent Schiraldi of the Justice Policy Institute, "Victims of rape or sexual assault are more likely to

exhibit aggression towards women and children" (Ziedenburg & Schiraldi). They go on to quote a Juvenile and Family Court study: "Although [juvenile] transfer decreases community risk through lengthy incarceration of violent youngsters... the social costs of imprisoning young offenders in adult facilities may be paid in later crime and violence upon their release." (Fagan, Forst, and Vivona, 1989) Juvenile facilities, on the other hand, were specifically designed to handle the special needs of minor offenders. They offer a more supportive atmosphere, where juveniles can receive counseling and continue their education among their peers. The emphasis is on rehabilitation instead of punishment, which some feel makes it less likely that they will commit crimes again once they are released back into society.

6 If one of the main reasons behind "get tough" laws against juveniles is to deter crime, then evidence has revealed that this strategy may be ineffective. Tougher sentencing can't deter juveniles who, as some psychologists point out, often don't have the ability to appreciate the possible consequences of their actions. And, once they do end up in prison with adult inmates, their behavior is made worse. They may be more likely to commit crimes again once released, which would be contrary to the stated purpose of protecting society. Given some of these harsh realities, it might be prudent for legislators and courts to take a step back and reconsider whether "getting tough" on juveniles really works.

ACTIVITY 4

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What is the logic behind "getting tough" with juveniles mentioned by Kevin Hile? Do you agree with the logic? Can you come up with reasons to support your view?
2. What does "invincibility" (Para. 2) mean? According to Hile, what leads young people to have this mindset?
3. What does the sentence "they learn to 'take the punishment' without taking responsibility for their misbehavior" (Para. 3) mean? Do you know of any instances where offenders do so? Under what circumstances do you think it is easy for people to take the punishment without taking responsibility?
4. According to the essay, the problem of overcrowding seems to be pervasive in both juvenile and adult prison facilities in the U.S. Do you think more prisons should be built to solve this problem? Why or why not?

5. If the whole point of sentencing juveniles to adult facilities is to treat them as adults who have committed a serious crime, then do they deserve to be treated differently once they are in prison?
6. Unlike Western legal codes which are typically created in response to crime and delinquency problems, in China, we have traditionally followed the common wisdom of nipping crime in the bud and abided by the principle of “education first, punishment second,” especially when dealing with juvenile delinquents. Can you identify the philosophical underpinnings of this Chinese practice?

ACTIVITY 5

Read the essay, critically considering its writing techniques, and discuss the following questions in groups.

1. What is the claim in the essay? What are the arguments that support the claim?
2. Egocentrism in children and adolescents, an important concept in Piaget's theory of intellectual growth, is used as strong evidence to support the view that stiff criminal penalties for juveniles serving as a deterrent to antisocial behavior is flawed. What do you know of egocentrism? Do you think this feature of adolescent intellectual growth should be taken into consideration in the treatment of juvenile delinquents?
3. Hile argues that harsher punishments actually make juveniles feel unfairly victimized and therefore they focus on themselves rather than on the victims and the community. What evidence is used to support this argument? Do you find it convincing? Why or why not?
4. A major assumption of the essay is that sending juveniles to adult prisons is punishment while the focus of sending them to juvenile facilities is rehabilitation. Do you share this assumption? Can you find evidence to support or refute it?
5. What emotion(s) does Hile try to elicit and what type of emotional appeal is used to achieve the purpose?

A Gun Is Your Only Protection

Joan Beatty

1 Recently there has been a great deal of talk about the need for the United States to revise the Second Amendment to restrict Americans' right to own guns. The Brady Bill, passed in 1993 in reaction to the attempted assassination of Ronald Reagan, sets a waiting period for handgun purchases and also restricts purchases of semi-automatic weapons. Supporters believe that the bill protects Americans from criminals who use guns. However, the contrary is true. The most effective way to stem growing violence in America is to encourage people to arm themselves and learn how to use those weapons correctly.

2 Gun registration doesn't always work. Americans will readily agree that most violent crime in the United States involves the use of some kind of gun. Because guns are much quicker and deadlier than knives or clubs, they are the "weapon of choice" in the commissions of crime. For example, Nick Shields was shot in the back in 1974 as he sat in his van holding a lacrosse stick. The gun was one purchased legally and registered before being passed on seven times, until it landed in the hands of the murderer. Having gun registration did not save Nick Shields' life. However, had Shields been holding a gun rather than a lacrosse stick, the murderer would have been more deterred than he was by having owned a registered gun.

3 Certain businesses particularly need to provide protection for their employees. The Crime Prevention Service at Rutgers University reports that one of the most dangerous jobs in America is driving a taxi. In one year, 184 taxi drivers out of a thousand will be victims of violence. Registering guns is not going to keep taxi drivers from being robbed or exposed to violence, but having a gun handy to thwart attackers might, as can be seen in this incident involving a shopkeeper. On December 31, 2004, Ngoc Le and his wife Kelly were attacked at their cell-phone and fishing supply business by serial rapist Antonio Diaz Reyes. When Reyes grabbed Kelly Le, Ngoc Le grabbed his .380 caliber revolver. When Kelly Le slumped to the floor, Ngoc Le took advantage of the situation and killed Reyes. The incident proves that if employees are not only armed but trained to use those arms, criminals will soon be much more wary about preying on these

innocent workers. Human beings have a natural inclination to preserve their lives, and criminals are no exception. Thus, the threat of a bullet is much more likely to keep criminals from victimizing taxi drivers than the threat of having to register their guns.

4 Guns provide protection not only in businesses but also to individuals. Bernard Goetz responded in the only way possible when he shot the four young men accosting him in the New York subway. He had been threatened before and complained, but to no avail. He had a right to defend himself and he did. Although no significant studies have been done—probably out of fear of what the studies would show—there is little doubt in my mind that the subways became safer for individuals after Goetz protected himself. Not even the most jaded youth is about to harass an individual if he believes that the individual will retaliate with greater fire power.

5 Our homes are our castles, and like the kings of old, we need to protect our castles. According to *The Sourcebook of Criminal Justice Statistics*, 34% of Americans reported having a gun in their homes in 2002. Many of these guns are purchased for protection of the home and family. Even if the purpose of having the gun is recreational, such as hunting or target shooting, the guns in these homes are available for use when the home is invaded. What needs to be done to make these guns even more effective in protecting homes is to make public the number of people who do have guns. No one—except criminals and deviants—wants to use a gun on another person. However, if criminals do not believe that the house is protected by a weapon and therefore stay away, the owners may have to resort to violence. Guns will actually stop the violence, but the Brady Bill that limits gun accessibility makes it less likely that homes will have guns and more likely that criminals will attack homes and be shot by those people who have managed to arm themselves. Again the fear of death is a strong argument, and simply knowing that to enter a person's home could bring death would be a sufficient deterrent to stop most criminals.

6 Our bodies also need protection. The Federal Bureau of Investigation's Uniform Crime Reporting Program reports that there were 93,433 forcible rapes in the United States in 2003, which means that 63.2 of every 100,000 women face rape. Many of these rapes occur when women (or men) are alone. For example, in Oakland Park, Florida, a 56-year-old woman was raped in her home by an unidentified stranger. He grabbed her when she opened her patio door and

forced her into a bedroom where he repeatedly raped this defenseless woman. However, she did not have to be defenseless. Had she followed the advice of the women's organization Arming Women Against Rape & Endangerment which stresses that women should be trained to use weapons, she would have had a weapon and she might have prevented the rape. It is true that she might not have gotten to the gun in time, but if she had had a gun in her home, at least she would have had more of a chance than she had without one. A Brandeis University report said that the women most likely to be raped are those who do not defend themselves. Women, it's time to arm yourselves!

7 Statistics have shown that present deterrents do not work against rapists, murderers, or thieves probably because the deterrents are not strong enough. At present, a murderer in Illinois may expect to spend no more than 20 years in prison and an armed robber no more than 8 years. That kind of punishment is not likely to stop criminals from either robbery or murder. However, the realization that the criminals may face a .38 Wesson handgun is a deterrent because facing the sentence of death is likely to deter them. They know that the court system won't do much to them, but they also know that the .38 will. John Lott, Jr., author of *More Guns, Less Crime: Understanding Crime and Gun Control Laws*, points out that "States with the largest increases in gun ownership also have the largest drops in violent crimes." No more powerful argument can be made for the ownership of weapons.

8 Crime is increasing, and people are getting hurt. Police and courts are providing no protection. Guns do protect, and if criminals are aware that their prospective victims are armed and may turn criminals into victims, crime will go down. Florida District Attorney Jim Smith put it bluntly in response to a question about the rise in gun purchases in Dade County: "They damn well better [purchase guns]. They've got to protect themselves."

ACTIVITY 6

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What do you know about the Second Amendment and the Brady Bill? Is it Joan Beatty's claim that the Brady Bill is a violation of the Second Amendment? If yes, do you agree with her?

2. Beatty argues that gun registration doesn't always work. Does she imply that we should do away with gun registration? Why or why not?
3. In Paragraph 5, Beatty claims that a more effective way of protecting homes is to make public the number of people who do have guns. Do you think criminals would stay away from homes whose owners have guns? Why or why not? Conduct research and find out when burglaries are mostly likely to be committed before you answer this question.
4. Beatty claims that the present deterrents are not strong enough. For example, a murderer in Illinois might expect to spend no more than 20 years in prison and an armed robber no more than eight years. In that case, do you think more severe punishment might be an alternative to allowing every citizen to have a gun as long as it is licensed? What other solutions might there be?

ACTIVITY 7

Read the essay, critically considering its writing techniques, and discuss the following questions in groups.

1. What is the claim in the essay? How many arguments are there to support the claim? What is the point or conclusion of each argument?
2. Beatty cites Ngoc Le's self defense as evidence to support her point that certain businesses particularly need guns to provide protection for their employees. Do you think this incident alone is strong enough to support this point?
3. In the last paragraph, Beatty claims that guns do protect, and if criminals are aware that their prospective victims are armed and might turn criminals into victims, crime will go down. What evidence can you find in the essay to support this claim? Is the evidence strong enough?
4. Throughout the essay, Beatty argues that guns provide a solution to the violent crime problem. Does she take into account a major counterargument that guns can themselves be a problem? What evidence can you find to support this counterargument?
5. What emotion(s) does Beatty try to elicit and what type of emotional appeal is used to achieve the purpose?

Part IV Language Study

Signposting and Linking Words

We have learned in this unit that every argument has one or more premises (or reasons) and one or more conclusions. The premises are the reasons that support a conclusion. In everyday language, they can appear anywhere among a set of statements. Sometimes, the conclusion will be stated first followed by its premises. Other times the conclusion may be presented last or embedded in the middle of a paragraph or other texts with premises both before and after it. Premises are not always easy to recognize. However, there are certain signposting words, called “premise indicators” or “premise markers,” that often signal that what comes after them is a premise. For this reason, it is a good idea to check for these key words when identifying premises. The following table provides some typical premise indicators:

Premise Indicators

because	for
since (when it means because)	if
given that	as shown by
as indicated by	the reasons are
for the reason that	it may be inferred (or deduced) from
the evidence consists of	in the first place (suggests that a list of premises will follow)
secondly	furthermore
moreover	in addition
finally	assuming that

Here are some simple examples of the use of premise indicators.

- You should graduate from college because you will earn more money with a college degree.
- Furthermore, courts often seem to dispose of mixed charges in inconsistent ways.

- Since the current policy of supplying organ transplants is benefiting the rich, a new program is needed.
- Given that they're inexperienced, they've done a good job.

The conclusion is the purpose or the “what” of the argument. It is the belief or point of view that is supported by the premises. Like premises, conclusions also have indicators or markers that indicate that what follows is probably a conclusion. The following are some typical conclusion indicators:

Conclusion Indicators

therefore	hence
so	thus
consequently	then
shows that (we can see that)	accordingly
it follows that	we may infer (conclude) (deduce) that
in summary	as a result
for all these reasons	it is clear that

Here are some examples of the use of conclusion indicators.

- If the door was not opened by force, it follows that the burglar had a key.
- Now it's clear that Michael Jackson was not the biological father of at least one of his children.
- The birds are very rare and therefore protected by law.
- In summary, government supports and subsidies should be withdrawn from the nuclear industry.

ACTIVITY 8

Identify the premises and conclusions in the following arguments. Underline the indicators and pay special attention to how the indicators connect the statements in each argument.

1. Sheila must be a member of the cycling club, because she was at last week's meeting and only members were admitted.

2. Nothing can be the cause of itself; for in that case it would have to exist prior to itself, which is impossible.
3. Since a human being is constituted by both a mind and a body, and the body does not survive death, we cannot properly talk about personal immortality.
4. We have defined an argument as a unit by discourse that contains a conclusion and supporting statements or premises. Since many groups of sentences do not satisfy this definition, and cannot be classified as arguments, we must begin learning about arguments in this sense by learning to differentiate between arguments and non-arguments.
5. Critics of the entertainment industry have often compared the industry to the tobacco industry. But such a comparison is unfair and completely unfounded. To begin with, every state has a law barring the sale of tobacco to minors. By contrast, age limits for entertainment do not have the force of law. Furthermore, the government concluded in the early 1960s that smoking caused cancer and other diseases, but no federal agency has found a conclusive connection between violent entertainment and real-world violence. We also now know that tobacco companies misled the public by downplaying the risks of smoking-related diseases. On the other hand, the entertainment industry clearly labels adult-rated content.
6. The college experience of an eighteen-year-old is quite different from that of an older “nontraditional” student. The typical high school graduate is often concerned with things other than studying—for example, going to parties, dating, and testing personal limits. However, older students—those who are 25 years of age or older—are serious about the idea of returning to college. Although many high school students do not think twice about whether or not to attend college, older students have much more to consider when they think about returning to college. For example, they must decide how much time they can spend getting their degree and consider the impact attending college will have on their family and their finances.

ACTIVITY 9

Study the signposting words in the following statements and then link them into a coherent argument.

1. Thus television's replacement voices both inform young viewers and encourage exchange.
2. Two researchers studying children and television found that TV is a source of creative and psychological instruction, inspiring children to play imaginatively and develop confidence and skills.
3. However, the value of these replacement voices should not be oversold.

- Instead of passively watching, children interact with the programs and videos and sometimes include the fictional characters they've met into reality's play time.
- In addition, human beings require the give and take of actual interaction.
- Many studies show that excessive TV watching increases violent behavior, especially in children, and can cause, rather than ease, other antisocial behaviors and depression.
- For one thing, almost everyone agrees that too much TV does no one any good and may cause much harm.
- Steven Pinker, an expert in children's language acquisition, warns that children cannot develop language properly by watching television.
- Replacement voices are not real voices and in the end can do only limited good.
- They need to interact with actual speakers who respond directly to their specific needs.

Writing Assignment 2

Write the final draft of your essay based on the feedback you received from peer evaluation and your instructor, and be prepared to submit it. The final draft may be your second, third or even fourth or fifth draft for some of you. Work on the drafts using the following checklist.

Checklist

Mark the question with a check (✓) if your answer is yes.

- Is my claim controversial and debatable?
- Is it specific enough to be argued for or against?
- What types of support have I used in my essay: evidence, reasoning or emotional appeal?
- Is each type of evidence convincing?
- Is the logic—deductive and inductive—valid?
- If there is an appeal to emotion, is the appeal acceptable to the intended audience?
- Have I used proper signposting words to link the premises and conclusion of each argument?

Reflective Journal

Please write down your reflections upon what you have/have not yet learned in this unit:

- ▶ Issues I have investigated

- ▶ Writing knowledge and skills I have acquired and developed

- ▶ Critical thinking and intercultural competence I have cultivated

- ▶ Language I have studied

- ▶ Anything I wish to explore further (i.e., puzzles and difficulties)

4 Tradition and Modernization

How to Make Refutations



“ A love for tradition has never weakened a nation, indeed it has strengthened nations in their hour of peril. ”

—Winston Churchill

“ A polished bronze mirror helps you dress up right, and history as a mirror helps you see behind one's rise and fall, while people as a mirror help you understand the gains and losses. ”

—Emperor Taizong of Tang Dynasty



Objectives

Writing Skills

- ▶ Anticipate opposing points of view in argumentation
- ▶ Define and identify refutations in an argument
- ▶ Make good refutations

Language Study

- ▶ Identify general and specific words in a passage
- ▶ Balance general and specific words in your writing

Critical Thinking

- ▶ Anticipate objections to commonly held views on globalization and assess whether these objections identify significant weaknesses in the views
- ▶ Evaluate the changes that have occurred in the 20th and 21st centuries
- ▶ Develop criteria for evaluating traditional and modern lifestyles

Intercultural Competence

- ▶ Understand cultural diversity and cultural homogeneity
- ▶ Understand the importance of cultural context when assessing the significance of globalization
- ▶ Explore and understand different ways of life of different cultures in traditional and modern periods

Part I Exploring the Main Issue

Pre-class Reading and Research

1. Do preliminary reading and research on the impact of modernization on traditional lifestyles and values, focusing your research on the following questions.
 - 1) Is a modern lifestyle necessarily better than a traditional lifestyle? In what aspects is it better or worse?
 - 2) What do you think is the relationship between modernization and tradition? Is modern civilization compatible with tradition-bound civilization? Why or why not?
2. Some people believe that new technologies and modern communications are leading to a more homogenized world where cultural mores and ideas spread rapidly, leading to a universal culture that serves as a baseline for all cultures. As societies in the world modernize further technologically, those cultures will also become more like one another. What do you think about this idea?
3. Work in groups of four and do thorough preparation for a class presentation on your reading, thinking and research findings.

Issue Prompt

Tradition, an obstacle to progress?

Tradition means unwritten beliefs and customs handed down from generation to generation, which we all knowingly or unknowingly adhere to in our daily lives. It is the emotional fabric that binds us to our forefathers and makes our societies distinct from one another. In fact some of the finest moments in our lives occur, when we uphold the traditions of our family, clan or country. Human beings have laid down their lives to uphold noble traditions and have thereby become immortal and great.

Such is the noble role and significance of tradition in our lives. It can never become an obstacle in progress. It lays down guidelines for simple and even complex decision-making and leaves us free to utilize our time more effectively. Take, for example, the complex decision of marriage. If there is a tradition of marriage within the same or a related clan, then the decision is far easier and more easily acceptable. Its advantages are well seen in Indian society, where there is a tradition of arranged marriages. This has proved to be more successful than the love marriage tradition in the West, with fewer cases of divorces and broken homes.

Tradition also has emotional and ceremonial value, which is practiced very proudly by our armed forces. Some of these traditions have been passed down within the British Army: take, for example, the pulling of a Jeep by fellow officers on the retirement of a senior officer, or various ceremonial parades, flag raising, etc. These are all fine traditions that should be maintained at all costs.

Tradition, in fact, is a stimulant to progress. We do not have to worry about how to do mundane or even very important things, as there is a set custom or procedure telling us how they should be done. One might say that this is a scientific approach to life, where the final outcome is assured, without our having to do the experiment. We are emotionally and physiologically at peace, which enables us to focus our complete energy on advancement and progress of self as well as of the society at large.

Not all traditions are good. There is a need to rethink and eliminate outmoded traditions such as child marriages and dowries, etc., which have no place in modern society. We are, today, better educated and more enlightened, well able to differentiate between good and bad. It should be our endeavor to promote the good and discard the bad among our traditions, in keeping with the times.

Following tradition, therefore, helps to guide our lives and saves us from many pitfalls and dangers. It is a strength that enables us to lead happy and progressive lives.

4. In groups of four, discuss the following questions and write your responses or thoughts on the following blank lines.

- 1) What claim(s) would you make about the relationship between tradition and progress?
- 2) What evidence or reasoning would you offer to support your claim(s), based on your reading, research and your group's discussion?
- 3) What counterarguments can you think of that might apply to your arguments? How strong are these counterarguments?

Your claim(s): _____

Your supporting evidence or reasoning: _____

Your counterarguments: _____

Part II Learning the Skills

How to Make Refutations?

■ What is a refutation?

Very few arguments of any interest are beyond dispute and any point worth arguing will give rise to opposing points of view. We should realize that since alert readers will think of counterarguments, it is wise to anticipate objections and try to refute them. Thus a **refutation** attempts to point out problems with the opposing view, to show where an opponent's argument breaks down. Normally a refutation uses a three-part organization, though not necessarily in this exact order:

- *The opponent's argument*—the main opposing arguments we will refute;
- *Our position*—Our view regarding the issue being argued;
- *Our refutation*—The specifics of our counterargument.

The following example demonstrates this organization.

- It has been argued that children who attend childcare centers at an early age miss out on important early learning that occurs in parent-child interaction. These children, so this argument goes, may be educationally disadvantaged later in life. (*The opponent's argument*)
- However, childcare centers may actually assist children in their early learning. (*Our position*)
- They give children an opportunity to mix with other children and to develop social skills at an early age. Indeed a whole range of learning occurs in childcare centers. (*Our refutation*)

ACTIVITY 1



Working individually or in pairs, examine the following arguments and identify the refutations.

1. Opponents say that physical punishment works in the sense that it may stop a child from misbehaving. However, this might not always be true. Physical punishment makes the child think that there must be something awfully wrong with him or her to be treated so badly. If children think they are “bad,” then they will act “bad.” A vicious

cycle is formed. The child who has been treated harshly has no reason to be good. Or s/he may be good just to keep from being punished and not learn to be good because s/he thinks it is the right thing to do.

2. It is true that lots of people like to gab. Cell phones keep them company. Count that as a plus. But it's also true that lots of people dislike being bothered. These are folks who have cell phones but often wish they didn't. A recent poll, sponsored by the Lemelson-MIT program, asked which invention people hated most but couldn't live without. Cell phones won, chosen by 30 percent of respondents.
3. It has been argued that automobiles cause more deaths than handguns and that if one opposes handguns on the ground that doing so would save the lives of innocent people, one would soon find oneself wanting to outlaw the automobile. But this argument is certainly faulty because it has conveniently ignored the fact that our society regulates the operation of motor vehicles by requiring drivers to have a license, a greater restriction than many states impose on gun ownership. Besides, a gun is a lethal weapon designed to kill, whereas an automobile or truck is a vehicle designed for transportation. Private ownership and use in both cases entails the risk of death to the innocent. But there is no inconsistency in a society's refusal to tolerate this risk in the case of guns and its willingness to do so in the case of automobiles.
4. It has been argued that dolphin parks provide the only opportunity for much of the public to see marine mammals. Most Australians, so this argument goes, live in cities and never get to see these animals. It is claimed that marine parks allow the average Australian to appreciate our marine wildlife. However, dolphins, whales and seals can be viewed in the wild at a number of places on the Australian coast. In fact, there are more places where they can be seen in the wild than places where they can be seen in captivity. Moreover, most Australians would have to travel less to get to these locations than they would to get to the marine parks on the Gold Coast. In addition, places where there are wild marine mammals do not charge an exorbitant entry fee—they are free.
5. Let's assume your position—namely, that there ought to be no legal restrictions whatever on the sale and ownership of guns. That means that you'd permit every neighborhood hardware store to sell pistols and rifles to whoever walks in the door. But that's not all. You apparently also would permit selling machine guns to children, antitank weapons to lunatics, small-bore cannon to the nearsighted, as well as guns and the ammunition to go with them to anyone with a criminal record. But this is utterly preposterous. No one could favor such a dangerous policy. So the only question worth debating is what kind of gun control is necessary.
6. Modernization brings technology that consumes energy and leads to such things as air pollution and climate change. Modernization breaks up the social ties that bound people together in traditional societies, so much so that people no longer feel as connected to one another. This can lead to such problems as crime and the break-up of family groups. However, positive effects that modernization has brought us are

equally undeniable. We have to admit that modernization improves our lives in many tangible ways. It is certainly safer to live in a world in which we have doctors who can cure infections and in which women are not very likely to die in childbirth. It is more convenient to live in a world where we have access to many material goods that make our lives more comfortable and more fun. Thus it is not a matter of whether we should do away with modernization, rather, the problem confronting us is how to achieve a harmony between modernization and tradition.

■ Why to refute?

Our purpose in writing an argumentative essay is to persuade readers to accept our point of view on our chosen subject. And because the success of this type of essay is so tied up with the audience, with convincing readers that our position on the subject is the right one, we have to really pay special attention to the audience. We might present several brilliant and dazzling points in favor of our position, but if readers see things differently than we do, and we haven't made an attempt to address and make compelling arguments against some of his or her views, we're not likely to make much of an impact with our efforts at persuasion. Thus making proper refutations is a must and has the following benefits:

- To get readers to listen to our perspective: by showing them that we have considered the other point of view, we get readers "on board" with us, ready to hear what else we have to say.
- To make ourselves more believable: by considering the opposing view, we let readers see that we understand the complexity of the issue and that we are not biased egocentric people whose views are unworthy of serious consideration.
- To understand our own arguments better: by pointing out flaws in our opponents' point of view, or by trying to explain how our arguments outweigh those for the other side, we get a grip on the places in which our own arguments are vulnerable to criticism, counterattack, or refutation.

■ How to refute?

Experienced writers refute opposing views briefly, realizing that they don't need to devastate their opponents. A good rebuttal is a small, tactful argument aimed at a weak spot in the opposing argument. We refute in a way that is fair to those with whom we disagree. People do not usually cooperate or alter their beliefs when they feel threatened; instead, they become defensive and rigid. Here are some strategies we can try:

Point out the counterargument's limits by putting the opposing view in a larger context. Show that the counterargument leaves something important out of the picture. For example:

It has been argued that setting aside rooms for smokers does not mean that the harmful effects of smoking are limited to smokers alone. This position contends that most public buildings are air-conditioned and therefore harmful tobacco smoke produced in one room will spread to other rooms through the air-conditioning system. However, as Jane Black, the spokesperson for Smokers for a Democratic Society, explains, forbidding smokers from pursuing their habit in public places is an infringement of their democratic rights and is discriminatory. Moreover, banning smoking in all public places is another example of the way the government uses health and safety issues as a cover for introducing increasingly tight control over people's lives.

In this example, instead of confronting the counterargument head on, the writer points out that forbidding smokers from smoking in public places is an infringement of their democratic rights and another instance of the government's introducing increasingly tight control over people's lives. Through such refutation, the writer tries to convince the opponent that there are more serious matters to consider than just the possible harm to non-smokers due to air-conditioning.

Tell the other side of the story. Offer an opposing interpretation of the evidence, or counter with stronger, more reliable, more convincing evidence. For example:

An opposing view states that Dr. Smith's study clearly shows that video games do not lead to violence. But Dr. Smith is biased. His research is funded entirely by the video game industry, according to a 2001 investigation by the Parent's Defense League... So you can see that the other side has no credible evidence refuting the link between video games and violence, and they haven't established any reason to reject our proposal.

In this example, by providing evidence that Dr. Smith is biased in favor of the video game industry, the writer successfully shows the invalidity of the opponent's argument.

Address logical fallacies in the counterargument. Check for faulty reasoning or emotional manipulation. For example:

It has been argued that since almost all heroin addicts were marijuana smokers before becoming heroin addicts, marijuana smokers tend to become heroin addicts. However, it's not difficult to see that this argument is faulty. Can we say that since almost all heroin addicts were milk drinkers before becoming heroin addicts, milk drinkers tend to become heroin addicts?

In this example, by presenting an example of the same kind of analogous reasoning, the writer lays bare the mistaken assumption upon which the opponent's reasoning rested.

■ How to signal a refutation?

It is important that the readers know that when we write opposing arguments we do not agree with them. We have to make it very clear that we are presenting these arguments to show that we understand the issue from both sides, that we have anticipated the opposing arguments and wish to criticize them. In order to signal this we need to use special phrases to problematize the opposing statements by making them appear to be debatable opinions and not facts. Signal words vary depending on the situations in which we use them. The following are two commonly encountered situations with examples of the signal words we can use:

- 1) When we can think of the opposing opinion but have not seen it written anywhere, we can use the following expressions:

	may be argued that
	may be asserted that
	could be contended that
It	could be maintained that
	might be claimed that
	might be said that

- 2) When we have seen the opposing opinion written in another text, we can use expressions like these:

	argued that
	asserted that
	contended that
It has been	maintained that
	claimed that
	said that

ACTIVITY 2 

Read the following arguments, underline the signal words of the opposing argument and point out the refutation strategies used.

1. It is true that preservation of life is always a physician's dominant objective. But in terminal illness, preservation of life may no longer be a goal of treatment at all. When the termination of suffering has become more important than the preservation of life, and the patient wishes to terminate his suffering as quickly as possible, it can be appropriate to end life as a means of terminating suffering.
2. It has been argued that if you have nothing to hide then you should have no concern for your privacy. However, the word "hide" presupposes that nobody can have a good motive for wishing to protect information about their lives. This is obviously false. People have a legitimate interest in avoiding disclosure of a wide variety of personal circumstances that are none of anyone's business. If you were raped, would you want the full details published in the newspapers the next day? I don't think so. People also have a broader (though obviously not unbounded) interest in regulating how they are represented in public. If someone doesn't like you, they will dredge up all sorts of facts and portray them in a bad light. If only for this reason, it is reasonable to avoid giving everyone unlimited access to your life.
3. Free university education would no doubt encourage more students to attend university, but this would further saturate the already saturated university graduate-job market. Moreover, encouraging young people to go to university would give them the message that having a trade is not as worthy as having a degree, despite evidence suggesting that many graduates are unemployed because employers have begun to realize that work experience is often preferable to a degree.
4. One common argument against homeschooling is that homeschooling creates isolation for the child. Instead of being surrounded by children their own age, many homeschooled children are lucky to see other students their age once a week, usually during sports or music practices, family gatherings, or religious events. As a result, homeschooled children can find it difficult interacting with new people, understanding social norms, or knowing about current trends among children their age. However, homeschoolers can acquire social experience in many different ways, from volunteering at a homeless shelter or senior home, to meeting with children of other homeschooled families for a trip or picnic. These opportunities offer children natural ways to relate to other people.
5. It could be contended that students who take a gap year may get a taste of the real world and not have the drive to go back to college and get a good education. What this argument fails to consider is the fact that many students who start college straight from high school do not know what they want to do and just spend their time sitting

around and partying. Taking a gap year and getting a taste of the real world can help students find a purpose for their education and a future career.

6. Supporters of the dog meat festival claim that it is a long cherished cultural tradition among Yulin residents and thus should be maintained. However, being a cultural tradition cannot change the nature of the killing of innocent dogs. The fact that people raise dogs as pets shows dogs are different from other animals such as pigs and cattle. They are loyal friends to human beings.

ACTIVITY 3

Read the following arguments and discuss in groups of four what counterarguments can be used to refute each. Write out the refutations using the signal words.

1. The continuing carnage on our roads must be stopped. Since speed limits will certainly reduce the number of fatal road accidents, I propose that we immediately reduce all speed limits by 25%.
2. We interviewed the first 10 students we met on campus. Seven-tenths of them owned Apple mobile phones. Thus it is safe to conclude that most students on campus are Apple fans.
3. Higher education is often wasted on the young, who are either too immature or too unfocused to take advantage of it. Taking a few years off between high school and college would give these students the time they need to make the most of a college education.
4. Behavior is better in schools in rural areas than in inner city schools. Children brought up in the country take more responsibility for contributing to the family livelihood and caring for vulnerable animals. This fosters a more mature attitude and a respect for life in general. Children in inner city schools often have more material possessions but value them less. They show less respect for parents and teachers. Children from the cities should be sent to attend school in rural areas. This would lead to more children who are respectful and well behaved.
5. Connecting testing to learning could free teachers from forced adherence to bland state-approved textbooks. They would be given the opportunity to select and choose materials that meet the needs of each pupil. They would be able to justify the sort of differentiated, case-by-case decisions for which true professionals should be trained.
6. Since we do not know what physical or psychological problems might develop for those treated, and polls tell us that people generally oppose the use of the technology, society should not permit human or therapeutic cloning in the near future.

Writing Assignment 1

Write the first draft of your essay on an issue related to tradition and modernization. The following prompts may give you ideas for appropriate topics relevant to the issue explored in this unit. You need to develop a specific topic, make a relevant claim and argue for or against it. Write at least two counterarguments and use the strategies learned in this unit to refute them properly. Make sure you signal the counterarguments clearly, present them fairly and state them accurately. Please do not restrict your choice of topic to the prompts listed below.

Prompts

- People in the modern world experience an improved lifestyle compared with the past because advancements in technology have allowed society to produce more with less time, effort, space, and materials. Crops grow bigger and stronger in less space than in previous centuries. Production of goods has become more efficient so that fewer people can do more work, allowing more time for leisure activities.
- True modernization is neither simply returning to tradition nor completely abandoning it. True modernization is rooted in tradition, but also transcends tradition. It requires both the continuity and transformation of tradition.
- In the modern world, cultural traditions are fading. Traditional foods, clothing, etc. are disappearing from our minds. Technology has also reduced our interaction with family members.
- The word “tradition” means “unwritten beliefs and customs handed down from generation to generation,” which we all knowingly or unknowingly adhere to in our daily lives. It is the emotional fabric that binds us to our forefathers and makes our societies distinct from one another. Such is the noble role and significance of tradition in our lives; it can never become an obstacle to progress.

Part III Case Analysis

Essay I

The Desirability of Modernization

Bruce Charlton & Peter Andras

- 1 While there are strong objective arguments for the inevitability of continued modernization, the case for the desirability of modernization has to be made. Naturally, arguments for the desirability of a social system are seldom clear cut, since they depend on individual judgments which are a matter of perspective as well as knowledge. The process of modernization inevitably creates losers as well as winners. Furthermore long-term gains may entail short-term costs. Nonetheless, if the contrast is drawn between traditional societies and modern societies then there would appear to be a very general consensus that life is better in modernizing societies—better for most people, most of the time.
- 2 Peasants make up the vast majority of the population in traditional societies, which are based on agriculture, and in traditional societies the peasants are half-starving all of the time and actually-starving for considerable periods. Subsistence agriculture leaves very little margin for bad (famine) years and much food is expropriated by the ruling class. Peasants are physically stunted and have their lives made short by malnutrition and the diseases of poor hygiene and overcrowding. It is difficult to lead a happy or fulfilled life when hungry and sick, and living among families and communities who are themselves diseased and dying. The mass of people in modernizing societies have much better basic provisions than peasants, live longer, are larger in stature, suffer less hunger and pain, suffer fewer deaths among family and friends, and have many other technological advantages. It seems reasonable to assume that the mass of people in modernizing societies are also “happier” than peasants—as most anthropologists would confirm.
- 3 On the other hand, existence for the warriors and priests in traditional societies may be very good. While life is shorter and less healthy than in a modernizing society, the traditional ruling class have extremely high status and relatively high resources, and the social stability means that they have

the ability to transmit these advantages to their children (this is entailed by an hierarchical class structure). The distinctively privileged position of the upper classes is reflected in the fact that the ruling groups (especially local landed aristocrats and the priesthood) are generally opposed to modernization, and the drive to modernization usually comes from the "expert" middle classes such as merchants, industrialists, professionals, craftsmen and technicians supported by central governments keen on enhancing national power and prestige.

- 4 The comparison is complicated by the fact that modernizing societies are continually changing—and some of the changes have made things worse for most people for considerable periods of time. For instance, during the nineteenth century, Britain was modernizing fast and for several decades this generated appalling conditions for the majority of workers.
- 5 By contrast, certain phases of "modernization" have been regarded as "golden ages"—for instance (according to taste) Classical Athens, the Renaissance Italian city states, Elizabethan England, the 18th century Scottish Enlightenment, and pre-civil war New England were attractive eras—on a cusp between hierarchical, rigid and authoritarian traditional societies and more modular, chaotic and vocationally-fragmented modernization. But these were all transitional stages, and society could not have been frozen or stabilized to preserve them. Modernization has its ups and downs, its economic and other social system cycles, its better and worse times—but in the long-term a modernizing society must keep growing in complexity.
- 6 The overall superiority of life in modernizing societies compared with traditional ones can be seen by the massive migration of able-bodied peasant populations away from the land and into the cities whenever this is possible and allowed (and despite what are often appalling conditions in the cities). Between societies, there is a migration toward the most modernized societies (except where traditional societies forbid their population to leave, or modernizing societies prevent them from entering). Modernizing societies are not only more prosperous, but usually more peaceful and less coercive than traditional societies dominated by soldiers and priests.
- 7 This phenomenon of peasants voting with their feet is not purely a matter of seeking the prospect of riches, since it contrasts with the relative reluctance of hunter-gatherers to abandon their way of life. In a nutshell, hunter-gatherers require coercion or persuasion to join the modern world, while peasants typically

require coercion to keep them as peasants. It is probable that hunting and gathering is more humanly satisfying than modern life, but since it is not a viable way of supporting the world's population, the superiority of modern societies over traditional societies seems to be decisive.

8 Given that the realistic choice lies between traditional and modernizing societies, modernization seems clearly the more desirable option.

ACTIVITY 4

Read the essay critically for its ideas and discuss the following questions in pairs.

1. Bruce Charlton and Peter Andras claim that the massive migration of able-bodied peasant populations away from the land and into the cities whenever this is possible and allowed shows the overall superiority of life in modernizing societies compared with traditional ones. Do you agree with them? Why or why not?
2. Charlton and Andras cite nineteenth century Britain as an example to show that some of the changes brought about by modernization in history made things worse for most people for considerable periods of time. Is this still true today? Can you find any evidence in today's society to support or refute this view?
3. It is mentioned in the essay that certain phases of "modernization" have been regarded as "golden ages"—for instance Classical Athens, the Renaissance Italian city states, Elizabethan England, the 18th century Scottish Enlightenment, and pre-civil war New England. Do research on these instances of modernization and share your opinions with your classmates as to whether they can be called "golden ages."
4. Charlton and Andras claim that, in the long-term, a modernizing society must keep growing in complexity. Do you agree with them that modern societies are much more complex than traditional societies and are growing ever more complex? Do you think modern complexity makes possible the greater efficiency that is essential to a modern society? Approach the questions by comparing the traditional hierarchical social structure with modern modular systems involving a political system, a system of public administration (civil service), armed forces, a legal system, an economic system, religion, education, a health service and mass media.
5. Some people point out that modernization appears to be leading to greater disparities between the rich and the poor, with hundreds of millions of people continuing to suffer from starvation and homelessness. As societies modernize, they argue, people abandon historical agrarian lifestyles for modern industrial or technological lifestyles, losing the ability to feed themselves from the product of their labor, leaving them vulnerable to economic downturns. Often, because of the dynamic between established industrial

nations and developing nations, modernizing nations are in a weak position, leading to widespread poverty. Imagine that you are Charlton and Andras and attempt to refute these arguments.

ACTIVITY 5

Read the essay, critically considering its writing techniques, and discuss the following questions in groups.

1. What is the claim in the essay? On what basis do Charlton and Andras argue to support the claim? How many arguments can you find in the essay to support the claim?
2. Charlton and Andras claim that the mass of people in modernizing societies are “happier” than peasants. Do you think this assumption is well founded? Do you think there is a positive correlation between modernization and happiness? Can you give counterarguments and refutations? You may consult the latest Forbes’ gross national happiness (GNH) index before you answer this question.
3. What do Charlton and Andras mean when they claim that peasants voting with their feet is not purely a matter of seeking riches? What arguments do they provide to support this claim? Have they provided any evidence?
4. Can you identify places where Charlton and Andras take into consideration possible opposing views? How do they refute them? Do you accept their refutations?

Essay 2

Dynamic Traditions: Why Globalization Does Not Mean Homogenization

Richard Volkman

1 Many scholars, politicians, and pundits have worried that globalization will result in a flattening or homogenization of cultural diversity and local character. It is alleged that the global application of information and communications technologies will tend to obliterate or water down the rich and varied cultural lives that have been embedded in geographically and philosophically isolated

traditions. Sentiment against global markets is most powerful when linked to the intimate details of daily life that constitute so much of the framework of meaning that we call culture. “Unlike steel and microchips, food is personal. To a Frenchman, the idea that Camembert and Brie will be replaced by Cheez Whiz strikes at his very essence.” Critics of globalization see the “infiltration of foreign customs and ways of life into local culture as a highly corrosive and deleterious effect of the advance of modern technology.” In particular, they worry that all cultures will come to resemble the U.S., since “at present, the global economy is dominated by the USA. Total Americanization of the world may be one of the scenarios of the future feared by many.” Critics contend that a free marketplace merely gives license to our base and short terms desires—desires for Big Macs.

- 2 But the argument mistakenly supposes that the market itself bears values to unsuspecting consumers. It is not the market but culture that establishes a framework of meaning, giving the only actual content to notions of cost, quality and truth. While the market analysis works from an abstract and instrumental notion of truth, market participants do not and should not. This is the deep point of the repeated observation that even McDonald’s is not everywhere the same: “In the Philippines you can order a McSpaghetti, in Thailand a pork burger with chili and basil, in India a Maharaja MacMutton burger, in Japan a teriyaki burger, in Norway a salmon burger, in Uruguay an egg burger.” When critics of globalization scoff at this, holding that this does not constitute real diversity, they utterly miss the point. While a McDonald’s salmon burger is not traditional Norwegian fare, it is certainly not traditional American fare. Whatever international customers are buying into is not “total Americanization.” Globalization encourages entirely new cultural products.
- 3 The significance of this new diversity is often lost on critics of globalization for at least three intertwined reasons: they confuse a large market with a mass market, they underestimate the market value of novelty, and they fail to appreciate that differences in cultural context impact the meaning of market transactions.
- 4 While it is common to conflate a large market with a mass market, these are profoundly different notions. In a mass market, producers differentiate products through the pricing power of economies of scale. In order to achieve economies of scale, producers standardize their products. The results are cheap products that are just good enough for most consumers. The “mass” in mass markets refers

to the attributes of consumers, who are treated as a single, undifferentiated mass. While mass production reduces prices, it results in one-size-fits-all products. This is the very stuff of homogenization. But in a large market, where “large” refers to the number of people participating in the market, there is greater room for producers to differentiate their products along dimensions other than price. Rather than producing “good enough” for the mass of people, one can aspire to greater quality or novelty. Sellers in a large market can target niche markets with high quality and specialty goods. These specialized sellers can compete against mass production because people really do value quality and novelty and diversity.

5 Globalization provides precisely the large market in which real specialization and novelty thrive. Global markets will not be merely mass markets, and this alone debunks much of the worry that global market forces push towards cultural homogenization.

6 Since meaning is a function of culture, similar transactions can have vastly different meanings. Due to our varied “cultural grammar,” ordinary actions like eating a hamburger or drinking a cognac have different meanings depending on whether one’s culture conceives food in a medicinal or aesthetic or gustatory frame of mind. Cultural anthropologist Yih-yuan Li suggests, “The Chinese drink alcohol because it’s good for the body. Westerners drink because it’s fun and enjoyable.” Swedish journalist Tomas Larsson concludes, “The goods may be global, but their meaning is always local. So the Chinese do not cease to be Chinese the moment they get their teeth into an American hamburger.”

7 But meanings are not static or isolated from the wider world, and this is especially the case with cultural exports and imports. In *The Substance of Style*, Virginia Postrel details the evolving meanings of dreadlocks. As dreadlocks were exported from Jamaica to a wider audience, their cultural significance became increasingly diffuse and general. What started as an outrageous statement of subversive Rastafarianism became the iconic look of reggae and Afrocentrism. Since their widespread adoption, dreadlocks have come to have an even less precise cultural significance: “Just as neo-Gothic buildings suggest only a general sense of ‘scholarship,’ so dreadlocks increasingly connote only a general sense of creativity, individuality, and stylishness.”

8 This dilution of meaning may itself be a source of some concern, but it amply demonstrates that globalization is not a mere flattening of cultural

difference, since the meaning of market transactions depends on the cultural frameworks of both buyer and seller. The popularization of dreadlocks does not spell the assimilation of the subcultures they represent. Rastafarians do not adjust themselves to the wider culture; the wider culture comes to resemble them. Moreover, the meaning of that resemblance becomes as varied as the myriad cultural and subcultural frameworks in which it is manifest. Rather than a flattening of culture, these sorts of cultural exchanges indicate the churning, bubbling cauldron of meaning that is the market. Whatever globalization makes us become, we are not all becoming the same.

ACTIVITY 6

Read the essay critically for its ideas and discuss the following questions in pairs.

1. How does Richard Volkman use McDonald's to show that globalization encourages entirely new cultural products? Do you agree with him?
2. According to Volkman, what are the differences between a large market and a mass market?
3. Volkman claims that cultural context impacts the meaning of market transactions. Do you agree with him? Give examples to support your view.
4. What does the dilution of meaning refer to in the sentence "This dilution of meaning may itself be a source of some concern..." (Para. 8)? Why do you think it might be a cause of concern?
5. How do you understand the title of the essay? Do you agree that tradition is dynamic? If so, in what ways is it dynamic? Support your opinions with examples.

ACTIVITY 7

Read the essay, critically considering its writing techniques, and discuss the following questions in groups.

1. What is the claim in the essay? What are the arguments to support the claim?
2. How does Volkman refute the idea that a free marketplace merely gives license to our base and short-term desires—desires for Big Macs? What evidence does he use? Has he taken into account the fact that most McDonald's hamburgers taste the same everywhere? Can this fact be used as evidence to refute his view?

- What arguments does Volkman use to refute his critics' view that globalization does not encourage diversity?
- It is claimed in the essay that globalization provides precisely the large market in which real specialization and novelty thrive. Is this claim well supported? Find evidence to support or refute this claim.
- Summarize Volkman's arguments regarding globalization that is not to be understood as homogenization. Identify cases where globalization impacts our society to support or refute his arguments.

Part IV Language Study

Balance General and Specific Diction

To precisely grasp our understanding of a subject, readers obtain guidance from our use of words. When we describe a scene using a general word such as “beautiful,” our reader cannot conjure up an image identical to the one we had in mind. For our readers to truly understand us, we must use specific words that convey our meaning exactly.

General words name groups or classes and are often related to abstractions, types of general words referring to things we cannot perceive through our senses. Specific words, on the contrary, identify the individual and particular and are concrete, naming objects, etc. that we can see, hear, touch, taste, or smell. The following comparison demonstrates what we mean by general and specific words.

General	Less General	Specific	More Specific
book	dictionary	abridged <i>Longman</i> dictionary	my 1987 edition of the <i>Longman Dictionary of Contemporary English</i>
Abstract	Less Abstract	Concrete	More Concrete
culture	visual art	painting	Van Gogh's <i>Starry Night</i>

In writing, we use both general and specific words. While our goal is to include both, we should avoid overusing words that are general and abstract. An example is the word “interesting.” If we describe a picture as interesting, the reader is left wondering what, exactly, we mean. Other examples of general words include “good,” “thing,” and “some.” We need to be cautious about using them because, without specific details,

these words can have many, and different, meanings. The following is an example of the various meanings of “romantic” in different contexts.

- Tom always sends me red roses on my birthday. —How romantic! (*showing strong feelings of love*)
- College students often have romantic notions about love. (*showing imagination or impracticality*)
- Egypt is an incredibly romantic country. (*exciting, mysterious, having a strong effect on your emotions*)

Effective writers balance general words with specific words. General words are useful in the broad statements that establish direction in for your writing. But subsequent sentences must develop these ideas with specific details expressed in specific words. Writing that contains too many abstractions can be hard to understand. But writing that is too specific gives readers no guidance, and they may fail to grasp the main point. Moving from general to specific language often involves describing something so that it can be seen, heard, felt, or experienced. Read the following passage and see how the writer balances a general statement—their breakfast was always liberal and good—with details of the breakfast.

There would be a brisk fire crackling in the hearth, the old smoke-gold of morning and the smell of fog, the crisp cheerful voices of the people and their ruddy competent morning look, and the cheerful smells of breakfast, which was always liberal and good, the best meal that they had: kidneys and ham and eggs and sausages and toast and marmalade and tea.

ACTIVITY 8

In groups of four, expand each of the following broad statements into a paragraph, using concrete descriptions. You may want to use the questions listed below as prompts.

1. We had a good time.
2. We were bored and had nothing to do.
3. Their tiredness showed.
4. We weren't content to just sit there, frustrated, impatient, and annoyed.

• What were you doing?	• How did you do it?
• With whom?	• What did it involve?

ACTIVITY 9 

Rewrite the following example of abstract writing, making them more concrete and specific. You may have to invent plausible facts. The first example is completed for you as a model.

1. Certain adjustments have been made to the operational activities and resource base of the department due to fiscal restraints flowing from the new government's election mandate.

Revision: To respond to a \$40 million reduction in our funding this year, we have transformed the department—reducing staff by 140, redesigning structures of work, and introducing new computer systems, to allow us to meet our clients' needs with fewer resources.

2. The large coves are surrounded by various buildings.

Revision: _____

3. I am the Assistant Procurement Fulfillment Manager at a major educational institution.

Revision: _____

4. An allocation has been made for the refurbishment of various major assets and facilities.

Revision: _____

5. The company strives for continuous improvement in delivering effective and efficient client service.

Revision: _____

6. Various innovative approaches are under investigation.

Revision: _____

Writing Assignment 2

Write the final draft of your essay based on the feedback you received from peer evaluation and your instructor, and be prepared to submit it. The final draft may be your second, third or even fourth or fifth draft for some of you. Work on the drafts using the following checklist.

Checklist

Mark the question with a check (✓) if your answer is yes.

- Is my claim controversial and debatable?
- Have I considered possible opposing views and given proper refutations?
- Have I properly signaled my refutations?
- Are the refutations fair?
- Have I read extensively about the issue explored in the essay?
- Is my language sufficiently concise and precise?
- Are the words sufficiently concrete and specific?

Reflective Journal

Please write down your reflections upon what you have/have not yet learned in this unit:

- Issues I have investigated

- Writing knowledge and skills I have acquired and developed

- ▶ Critical thinking and intercultural competence I have cultivated

- ▶ Language I have studied

- ▶ Anything I wish to explore further (i.e., puzzles and difficulties)

5 Technological Innovation Unit and Human Progress

How to Develop Effective Reasoning



“ Technological progress has merely provided us with more efficient means for going backwards. ”

—Aldous Huxley

“ Science and technology constitute a primary productive force. ”

—Deng Xiaoping



Objectives

Writing Skills

- ▶ Understand principles for effective reasoning
- ▶ Distinguish different modes of reasoning
- ▶ Evaluate the effectiveness of reasoning

Language Study

- ▶ Understand the concept of hedging language and the need for it in writing
- ▶ Learn to use hedging language in writing when appropriate

Critical Thinking

- ▶ Understand the issue of technological innovation and human progress and understand differing claims regarding the relationship between the two
- ▶ Analyze and evaluate assumptions behind controversial claims as to the relationship between technological innovation and human progress
- ▶ Explore implications and consequences of such claims

Intercultural Competence

- ▶ Understand the differences in meaning between “reasoning” in English and “理” in Chinese
- ▶ Compare and contrast Chinese and Western views on technology and its role in human progress

Part I Exploring the Main Issue

Pre-class Reading and Research

1. Do preliminary reading and research on technological innovation and human progress related to the following questions.
 - 1) What is the relationship between technological innovation and human progress?
 - 2) What is the underlying assumption of such Chinese slogans as “national rejuvenation through science and education (科教兴国)”?
2. Consider the outcome of technological innovation from the perspective of a consumer. When a new version of a cell phone or computer becomes available, are you eager to get one? Why or why not? Share your thoughts with your partner.
3. Work in groups of four and do thorough preparation for a class presentation on your reading, thinking, and research findings.

Issue Prompt

What is human progress?

The concept of progress arose in the nineteenth century around a number of images and ideas, based on the fact that science, in contrast to the arts, develops and advances, with the work of each generation adding to that of its predecessor. Science bears the practical fruit of technology, and technology has created, in the modern world, a new consciousness of time. Man has doubtless always experienced time in the same way, dragged backwards from a receding past into an unknown future. But the quickening of the pace of news, via telegraph and submarine cable, helped to dramatize a sense of a world in visible motion, with every day bringing new scenes and episodes of a passing show. It was as though the ticking of a clock had become not merely audible but obsessive, like the tell-tale heart in Poe. The first reactions to the new sensation—for it was more of a sensation than a conception—were exhilarating, as all swift movement is for a time. The prestige of the myth of progress developed a number of value-assumptions: the dynamic is better than the static, process better than product, the organic and vital better than the mechanical and fixed, and so on. We still have these value-assumptions, and no doubt they are useful, though like other assumptions we should be aware that we have them. And yet there was an underlying tendency to alienation in the concept of progress itself. In swift movement we are dependent on a vehicle and not on ourselves, and the proportion of

exhilaration to apprehensiveness depends on whether we are driving it or merely riding in it. All progressive machines turn out to be things ridden in, with an unknown driver.

Even in theory, progress is as likely to lead to the uniform and the monotonous as to the individual and varied. If we look at the civilization around us, the evidence for uniformity is as obvious and oppressive as the evidence for the rapid change toward it. The basis of this uniformity is technological, but the rooted social institutions of the past—home, school, church—can also only be adapted to a nomadic society by an expanding uniform pattern. Whatever the advantages of this situation, we have also to consider the consequences of the world's becoming increasingly what in geology is called a “peneplain,” a monotonous surface worn down to a dead level by continued erosion.

The idea of progress is not really that of man progressing, but of man releasing forces that will progress by themselves. The root of the idea is the fact that science progressively develops its conception of the world. Science is a vision of Nature that perceives the elements in Nature corresponding to Reason and the sense of structure in the scientist's mind. If we look at our natural environment with different eyes, with emotion or desire or trying to see in it things that answer needs other than those of Reason, Nature seems a vast unthinking indifference, with no evidence of meaning or purpose.

4. In groups of four, discuss the following questions and write your responses or thoughts on the blank lines below.

- 1) What is the author's argument about human progress in the excerpt above? Do you agree with him? Why or why not?
- 2) Are you convinced by his reasoning? If not, what do you think is problematic about it?
- 3) What argument might you develop regarding this issue? What evidence would you cite to support your reasoning?

The author's argument and reasoning:

Your argument and reasoning:

Part II Learning the Skills

How to Develop Effective Reasoning?

■ What is reasoning?

As stated in Unit 3, logical reasoning is an important category of support in argumentation. In this unit, we are concerned with reasoning as the appeal to human rationality when supporting claims. The reasoning is considered effective only if it convinces the audience at which the argumentation is targeted.

In ancient Greek rhetorical theory, reasoning falls into the category of logos, one of the three categories of rhetorical appeals: logos, ethos, and pathos. Logos appeals to the audience's capacity for logical reasoning. Ethos refers to how the writer establishes his/her credibility with the audience while pathos refers to the speaker's use of emotional appeal to persuade the audience. Here are examples of appeals to logos, ethos, and pathos in reasoning.

Logos

- As evidenced by repeated experiments, this hair dye, due to its natural ingredients that both dye and nourish hair, is safe and effective.

This statement appeals to the audience's rationality by citing evidence ("repeated experiments") regarding the effectiveness of the hair dye.

Ethos

- Since Jackie Chan says in the commercial that he swears by this natural hair dye, it must be safe and effective.

In the persuasive process above, the actor, Jackie Chan's credibility helps to persuade the audience that the product is worth buying.

Pathos

- In the commercial, Jackie Chan swears by this hair dye. I am sure that you are so fond of this actor that you will buy anything he is helping to sell.

This statement resorts to an emotional appeal (fondness for Jackie Chan) to persuade the audience to purchase the hair dye.

The Western rhetorical tradition recognizes all three types of rhetorical appeals. Although ethos and pathos are seen as useful types of rhetorical appeals in public speeches and interpersonal communication, logos dominates the Western scientific tradition and its rationality-based culture.

ACTIVITY 1

In China, however, logos and pathos tend to be seen from a different perspective. Consider these Chinese phrases: 以理服人, 以情晓义, 合情合理, 情理, etc. and try to think of more Chinese phrases/idioms concerning the relationship between “理” and “情.” Compare and contrast the Chinese views on logos and pathos. Examine the following example of a recommended decision-making principle which hangs in the courtroom of a Chinese county government office (县衙) in Pingyao city, Shanxi Province in the Qing Dynasty. What might it tell you about the recommended reasoning process of a county court official?



Modes of reasoning

In the Western context there are several modes of reasoning, of which the most basic two are **deduction** and **induction**. Both fall into the category of syllogism.

A **syllogism** is a form of reasoning in which a conclusion is drawn from two given or assumed statements (premises); a common or middle term is present in the two premises but not in the conclusion. The classic example of a syllogism is:

- *Major premise:* All men are mortal.
- Minor premise:* Socrates is a man.
- Conclusion:* Socrates is mortal.

Deduction

In Unit 3, we encountered deductive and inductive reasoning as kinds of support for argument. Now we will look at the different reasoning processes involved in deduction and induction. The reasoning process which takes place when moving from one statement (*the major premise*) through another (*the minor premise*) to yet another statement (*the conclusion*) is called deduction. The syllogism above is an example of deduction. Below is another example:

- Mammals are warm-blooded.
- Cats are mammals.
- Cats are warm-blooded.

In the above deduction, the major premise is that mammals are warm-blooded (*a general fact*). The minor premise is that cats are mammals. Hence we can come up with another statement: Cats are warm-blooded (*a specific fact deduced from the general fact*), which is the conclusion.

Induction

Whereas deduction takes our beliefs and assumptions and extracts their hidden consequences, induction uses information about observed cases (specific facts) to reach a conclusion about unobserved cases (general facts). If we observe that the sting of a certain bee is poisonous, we may conclude on this evidence that the sting of another bee of the same general type is also poisonous. Our inference might be even broader. If we observe that bee after bee of a certain type has a poisonous sting and that these bees are all of one kind, we are tempted to generalize that that kind of bee is poisonous.

Unlike deduction, induction gives us conclusions that go beyond the information contained in the premises used in their support. Not surprisingly, the conclusions of

inductive reasoning are not always true, even when all the premises are true. For example:

I have had nine students from Shanghai in my College English class so far in the past five years and they all speak good English. Therefore, students who graduated from high schools in Shanghai speak good English.

In the inductive argument above, the premises are true, but the conclusion is not necessarily true because the sample is not big enough to support the generalization that students who graduated from high schools in Shanghai speak good English. Therefore, when we reason inductively, much depends on the size and quality of the sample. The sample provides us with evidence considered sufficient for making a generalization. We can refer to the section “Support through evidence” in Unit 3 to remind ourselves of what can serve as evidence.

■ Steps to take in deductive and inductive reasoning

As discussed above, in argumentative writing, the most commonly used forms of reasoning are deduction and induction, both of which proceed according to certain steps. Here are the steps to take when using deductive reasoning:

- Make a general claim.
- Apply it to an example or case.
- Draw a conclusion.
- Decide whether to make the general statement explicit or implicit.

This paragraph illustrates how these steps lead to a particular conclusion.

Research indicates that use of automobiles that rely primarily on petroleum contributes to 1/3 of the air pollution in Beijing. During the time of the APEC meetings in Beijing, when only half of the cars were allowed on the roads at any one time, the air quality in the city was significantly improved. We can conclude, then, that limiting the use of automobiles in Beijing during APEC did reduce air pollution. Therefore, the use of petroleum-powered automobiles does contribute significantly to air pollution in Beijing.

Here are the steps to take when using inductive reasoning:

- Present some examples.
- Draw a conclusion/claim based on them.

This paragraph illustrates how these steps lead to a particular conclusion.

Interviews with healthy citizens in several regions of China who are over 90 years old indicate that, although dietary habits of these people differ, they are all hard working and optimistic. Therefore, we can conclude that at least two traits contribute to longevity: being physically active and having a psychologically positive attitude toward life.

Here, findings based on research interviews are presented. This research shows that, regardless of the fact that their dietary habits differ, citizens in various regions of China who are over 90 years old are hard working and optimistic. Therefore, we can conclude that engaging in physical activity and thinking positively are traits that contribute to longevity.

■ Developing effective reasoning

To achieve effective reasoning, it is necessary to consider which of the available options will work best with the targeted audience in terms of relevance, fairness, sensibleness and logical soundness. In other words, the writer needs to engage in critical thinking and avoid reasoning that might seem irrelevant, digressive, illogical or unfair to the intended audience. For example, in the Issue Prompt, the author aims to point out that human progress can be alienating in order to caution readers against blind belief in the value of human progress. Because progress tends to be unthinkingly viewed as positive, the author traces its history using inductive reasoning. Usually, inductive reasoning is used to argue for a point that does not seem to be readily acceptable to readers, while deductive reasoning is used to develop a point that is more plausible. Beginning with the claim that progress is a concept best considered skeptically would not have been as forceful as tracing the history of progress and pointing out that “All progressive machines turn out to be things ridden in, with an unknown driver.”

Effective reasoning also requires that the author and the readers share some assumptions. In the process, the author must identify hidden assumptions, which is also part of the process of thinking critically. For example, when the author makes the claim that, “Even in theory progress is as likely to lead to the uniform and the monotonous as to the individual and varied,” an assumption is not stated: that we prefer the individual and the varied to the uniform and monotonous. For a group of readers who value the uniform and monotonous, the author’s argumentation would not have been as effective. Because the intended audience are intellectuals in the West who value the individual, however, the assumption is shared and, hence, the reasoning is effective.

Consider the following examples and comment on whether the reasoning is relevant, fair, sensible, and logical.

Selfish persons are incapable of loving others. Why? Because love is a relationship involving two or more individuals whereas selfish people care only about themselves and not about others.

The claim is that “selfish persons are incapable of loving others” and the author’s reasoning begins by defining “love” (a relationship involving two or more individuals) and then points out that “selfish people care only about themselves and not about others.” The reasoning is relevant and logical. Let us look at another example:

Makeup and the right hairstyle alone cannot make a woman beautiful. They can only help improve a woman’s looks but they have little to do with her grace, without which a woman’s beauty is incomplete.

The claim is that “makeup and the right hairstyle alone cannot make a woman beautiful.” The statement that without grace a woman’s beauty is incomplete corroborates the claim. Therefore the reasoning is sound.

ACTIVITY 2



Read the following sentences carefully, examine their modes of reasoning and comment on whether the reasoning is sound. If not, discuss in pairs how you would improve it.

1. Noble gases are stable. Neon is a noble gas. Therefore, neon is stable.
2. Monocot flower parts are in multiples of three. Apple flowers have five petals. Therefore, apple trees are not monocots.
3. All wasps have stingers. That is a wasp, so it has a stinger.
4. Be careful of that dog—it might bite you.
5. All of the swans we have seen are white. Therefore, all swans are white.
6. Exercising relieves stress. Exercising keeps you in shape. Exercising lowers the risk of heart disease. Everyone should exercise at least three times a week to maintain a healthy lifestyle.
7. All the tigers observed in a particular region have black stripes on orange fur. Therefore all tigers native to this region have black stripes on orange fur.
8. When chimpanzees are exposed to rage, they tend to become violent. Humans are similar to chimpanzees, and therefore, they tend to get violent when exposed to rage.

9. Every time you get a call from some unknown number, you find a telemarketer on the other side of the line. It makes you conclude that if you receive an unknown call, it is most likely to be a telemarketer.
10. To win a race, one must compete. Tim competed, so Tim will win the race.

■ Evaluating the effectiveness of deduction and induction

To assess the effectiveness of deduction, ask the following question:

- Are the general statement and the support provided probably true?

If the answer is “yes,” then the claim is also probably true.

To assess the effectiveness of induction, ask the following questions:

- Are there enough examples, or is this a discreet conclusion/claim?
- Can’t you think of an exception that would challenge the conclusion/claim?
- Can you make the “inductive leap” from the examples to the conclusion/claim and accept it as probably true?

If you can answer “yes” to these questions, then the reasoning is sound.

ACTIVITY 3

- I. Read the following passage. Think of the role science and technology should play in human life and whether we should be cautioned against the emergence of a “Frankenstein.” Here are some issues you might consider: genetically modified foods, overuse of drugs in medical care, and additives in processed foods. In groups of three, each group member should make a claim on one of the issues above, apply modes of reasoning, and carefully evaluate the effectiveness of the modes of reasoning used by other group members.

Frankenstein, published in 1818, is a novel by the English author Mary Shelley. Its title has become synonymous with a horror tale involving a monster. The original, which appealed to 19th century Gothic taste, is now seldom read, but pseudo-Frankensteins abound in popular literature and films.

Frankenstein, a scientist, discovers the secret of life and decides to create a man. Instead he produces a hideous monster that becomes a horror, destroying those nearest to his creator. Frankenstein is unable to stop him, and in a final global chase, both perish.

In *Frankenstein*, the horrific effects are diluted by long passages of philosophizing. These describe the monster's education and discuss the origins of evil in men. Absurd and technically crude as this aspect of the novel may be, it turns *Frankenstein* into a forerunner of modern science fiction, touching on the timeless theme of man creating what is beyond his power to control.

II. Work in pairs and discuss how you would support/refute the following claims using inductive or deductive reasoning. Write your reasoning on the blank lines.

Claim 1: The use of preservatives in processed foods values the interests of producers over those of consumers.

Claim 2: Traditional Chinese medicine is superior to an intravenous drip in treating colds and many other ordinary diseases.

Writing Assignment 1

Write the first draft of your essay in which you argue for or against a topic using effective reasoning. The following prompts may give you ideas for appropriate topics relevant to the issue explored in this unit. Develop a specific topic, make a relevant claim, and use effective reasoning to support it. Please do not restrict your choice of topic to the prompts listed below.

Prompts

- All technological innovations equal a better life for human beings. The Internet, for example, is a big step forward in human civilization.
- Modern technological innovations have provided instructors with more choices in their presentations. Many instructors, for example, use PowerPoint presentations. Traditional blackboards should be removed from classrooms.
- Television programs, with their typical 15-minute timeframe, which includes a 12-minute program and three minutes of commercial time, discourage concentration and feed intellectual laziness.
- The Internet has changed traditional family relationships. Some people are online via computers or cell phones most of the time and communicate very little with family members. There should be a course in college that deals with using the Internet/cell phones/computers wisely.

Part III Case Analysis

Essay 1

The Web Shatters Focus, Rewires Brains

Nicholas Carr

- 1 What kind of brain is the Web giving us? That question will no doubt be the subject of a great deal of research in the years ahead. Already, though, there is much we know or can surmise—and the news is quite disturbing. Dozens of studies by psychologists, neurobiologists, and educators point to the same conclusion: When we go online, we enter an environment that promotes cursory reading, hurried and distracted thinking, and superficial learning. Even as the Internet grants us easy access to vast amounts of information, it is turning us into shallower thinkers, literally changing the structure of our brain.
- 2 Back in the 1980s, when schools began investing heavily in computers, there was much enthusiasm about the apparent advantages of digital documents over paper ones. Many educators were convinced that introducing hyperlinks

into text displayed on monitors would be a boon to learning. Hypertext would strengthen critical thinking, the argument went, by enabling students to switch easily between different viewpoints. Freed from the lockstep reading demanded by printed pages, readers would make all sorts of new intellectual connections between diverse works. The hyperlink would be a technology of liberation.

- 3 By the end of the decade, the enthusiasm was turning to skepticism. Research was painting a fuller, very different picture of the cognitive effects of hypertext. Navigating linked documents, it turned out, entails a lot of mental calisthenics—evaluating hyperlinks, deciding whether to click, adjusting to different formats—that are extraneous to the process of reading. Because it disrupts concentration, such activity weakens comprehension. A 1989 study showed that readers tended just to click around aimlessly when reading something that included hypertext links to other selected pieces of information. A 1990 experiment revealed that some “could not remember what they had and had not read.”
- 4 Even though the World Wide Web has made hypertext ubiquitous and presumably less startling and unfamiliar, the cognitive problems remain. Research continues to show that people who read linear text comprehend more, remember more, and learn more than those who read text peppered with links. ...
- 5 A 2007 scholarly review of hypertext experiments concluded that jumping between digital documents impedes understanding. And if links are bad for concentration and comprehension, it shouldn’t be surprising that more recent research suggests that links surrounded by images, videos, and advertisements could be even worse.
- 6 In a study published in the journal *Media Psychology*, researchers had more than 100 volunteers watch a presentation about the country of Mali, played through a Web browser. Some watched a text-only version. Others watched a version that incorporated video. Afterward, the subjects were quizzed on the material. Compared to the multimedia viewers, the text-only viewers answered significantly more questions correctly; they also found the presentation to be more interesting, more educational, more understandable, and more enjoyable.
- 7 The depth of our intelligence hinges on our ability to transfer information from working memory, the scratch pad of consciousness, to long-term memory, the mind’s filing system. When facts and experiences enter our long-term memory, we are able to weave them into the complex ideas that give richness to our thought. But the passage from working memory to long-term memory

also forms a bottleneck in our brain. Whereas long-term memory has an almost unlimited capacity, working memory can hold only a relatively small amount of information at a time. And that short-term storage is fragile. A break in our attention can sweep its contents from our mind.

- 8 Imagine filling a bathtub with a thimble; that's the challenge involved in moving information from working memory into long-term memory. When we read a book, the information faucet provides a steady drip, which we can control by varying the pace of our reading. Through our single-minded concentration on the text, we can transfer much of the information, thimbleful by thimbleful, into long-term memory and forge the rich associations essential to the creation of knowledge and wisdom.
- 9 On the Net, we face many information faucets, all going full blast. Our little thimble overflows as we rush from tap to tap. We transfer only a small jumble of drops from different faucets, not a continuous, coherent stream.
- 10 Psychologists refer to the information flowing into our working memory as our cognitive load. When the load exceeds our mind's ability to process and store it, we're unable to retain the information or to draw connections with other memories. We can't translate the new material into conceptual knowledge. Our ability to learn suffers, and our understanding remains weak. That's why the extensive brain activity that Small discovered in Web searchers may be more a cause for concern than for celebration. It points to cognitive overload.
- 11 The Internet is an interruption system. It seizes our attention only to scramble it. There's the problem of hypertext and the many different kinds of media coming at us simultaneously. There's also the fact that numerous studies—including one that tracked eye movement, one that surveyed people, and even one that examined the habits displayed by users of two academic databases—show that we start to read faster and less thoroughly as soon as we go online. Plus, the Internet has a hundred ways of distracting us from our onscreen reading. Most email applications check automatically for new messages every five or 10 minutes, and people routinely click the Check for New Mail button even more frequently. Office workers often glance at their inbox 30 to 40 times an hour. Since each glance breaks our concentration and burdens our working memory, the cognitive penalty can be severe.
- 12 The penalty is amplified by what brain scientists call switching costs. Every time we shift our attention, the brain has to reorient itself, further taxing our

mental resources. Many studies have shown that switching between just two tasks can add substantially to our cognitive load, impeding our thinking and increasing the likelihood that we'll overlook or misinterpret important information. On the Internet, where we generally juggle several tasks, the switching costs pile ever higher.

13 The Net's ability to monitor events and send out messages and notifications automatically is, of course, one of its great strengths as a communication technology. We rely on that capability to personalize the workings of the system, to program the vast database to respond to our particular needs, interests, and desires. We want to be interrupted, because each interruption—email, tweet, instant message, RSS headline—brings us a valuable piece of information. To turn off these alerts is to risk feeling out of touch or even socially isolated. The stream of new information also plays to our natural tendency to overemphasize the immediate. We crave the new even when we know it's trivial.

14 And so we ask the Internet to keep interrupting us in ever more varied ways. We willingly accept the loss of concentration and focus, the fragmentation of our attention, and the thinning of our thoughts in return for the wealth of compelling, or at least diverting, information we receive. We rarely stop to think that it might actually make more sense just to tune it all out.

15 The mental consequences of our online info-crunching are not universally bad. Certain cognitive skills are strengthened by our use of computers and the Net. These tend to involve more primitive mental functions, such as hand-eye coordination, reflex response, and the processing of visual cues. One much-cited study of videogaming, published in *Nature* in 2003, revealed that after just 10 days of playing action games on computers, a group of young people had significantly boosted the speed with which they could shift their visual focus between various images and tasks.

16 We know that the human brain is highly plastic; neurons and synapses change as circumstances change. When we adapt to a new cultural phenomenon, including the use of a new medium, we end up with a different brain, says Michael Merzenich, a pioneer of the field of neuroplasticity. That means our online habits continue to reverberate in the workings of our brain cells even when we're not at a computer. We're exercising the neural circuits devoted to skimming and multitasking while ignoring those used for reading and thinking deeply.

17 Last year, researchers at Stanford found signs that this shift may already be well under way. They gave a battery of cognitive tests to a group of heavy media multitaskers as well as a group of relatively light ones. They discovered that the heavy multitaskers were much more easily distracted, had significantly less control over their working memory, and were generally much less able to concentrate on a task. Intensive multitaskers are “suckers for irrelevancy,” says Clifford Nass, one professor who did the research. “Everything distracts them.” Merzenich offers an even bleaker assessment: As we multitask online, we are “training our brains to pay attention to the crap.”

18 There’s nothing wrong with absorbing information quickly and in bits and pieces. We’ve always skimmed newspapers more than we’ve read them, and we routinely run our eyes over books and magazines to get the gist of a piece of writing and decide whether it warrants more thorough reading. The ability to scan and browse is as important as the ability to read deeply and think attentively. The problem is that skimming is becoming our dominant mode of thought. Once a means to an end, a way to identify information for further study, it’s becoming an end in itself—our preferred method of both learning and analysis. Dazzled by the Net’s treasures, we are blind to the damage we may be doing to our intellectual lives and even our culture.

19 What we’re experiencing is, in a metaphorical sense, a reversal of the early trajectory of civilization: We are evolving from cultivators of personal knowledge into hunters and gatherers in the electronic data forest. In the process, we seem fated to sacrifice much of what makes our minds so interesting.

ACTIVITY 4

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What does Nicholas Carr think Internet users should be cautioned against?
2. According to the author of the Issue Prompt section, “The idea of progress is not really that of man progressing, but of man releasing forces that will progress by themselves.” Is this claim about human progress relevant to the theme of Carr’s essay? Explain how you reached your conclusion.
3. Carr calls the changes brought in human brains by Web use “a reversal of the early trajectory of civilization.” (Para. 19) What does that mean? Do you agree? Why or why not?

4. In Chinese universities today, many students, both undergraduate students and graduate students, cite non-academic online sources when writing research papers and the most frequently cited sources by a significant number of students are Wikipedia and Baidu Baike. Is this overuse of online non-academic sources relevant to what Carr warns us of?
5. When Carr wrote the essay, cell phones were not widely used to access the Internet. Nowadays, with the popularity of cell phones as an increasingly popular and convenient Internet-surfing device, do you think that we should seriously consider Carr's argument? Why or why not?

ACTIVITY 5

Read the essay, critically considering its writing techniques, and discuss the following questions in groups.

1. What is the central claim Carr makes in this essay?
2. What are the reasons Carr provides to support his central claim? Please outline how he develops his reasoning.
3. What are the modes of reasoning used in Carr's argumentation? Are they effective? Why or why not?
4. Are you convinced by Carr's reasoning about the effect of the Web on our brains? Why or why not?
5. Examine the different kinds of evidence that Carr cites to support his claim. What might he have ignored? What are his possible assumptions? What sources might be cited in arguing against him?

Essay 2

Science and the Story That We Need

Neil Postman

1. We may congratulate ourselves on our achievement, but we have been rather slow in recognizing that in solving the information problem, we created a new problem never experienced before: information glut, incoherence, and meaninglessness. From millions of sources all over the globe, through every

possible channel and medium—light waves, airwaves, tickertapes, computer banks, telephone wires, television cables, satellites, printing press—information pours in. Behind it, in every imaginable form of storage—on paper, video and audiotape, on disks, film, and silicon chips—is an even greater volume of information waiting to be retrieved. Where information was once an essential resource in helping us to gain control over our physical and symbolic worlds, our technological ingenuity transformed information into a form of garbage, and ourselves into garbage collectors. Like the Sorcerer's Apprentice, we are awash in information, without even a broom to help us get rid of it. The tie between information and human purpose has been severed. Information is now a commodity that is bought and sold; it comes indiscriminately, whether asked for or not, directed at no one in particular, in enormous volume, at high speeds, disconnected from meaning....

2 What we are facing, then, is a series of interconnected delusions, beginning with the belief that technological innovation is the same thing as human progress—which is lifted to the delusion that our sufferings and failures are caused by inadequate information—which is linked, in turn, to the most serious delusion of all: that it is possible to live without a loom to weave our lives into fabric, that is to say, without a transcendent narrative.

...

3 But in the end, science does not provide the answers most of us require. Its story of our origins and our end is, to say the least, unsatisfactory. To the question, "How did it all begin?", science answers, "Probably by accident." And to many people, the accidental life is not worth living. Moreover, the science-god has no answer to the question, "Why are we here?", and to the question, "What moral instructions do you give us?", the science-god maintains silence. It places itself at the service of both the beneficent and the cruel, and its grand moral impartiality, if not indifference, makes it, in the end, no god at all. Into the breach has come still another contender—the offspring of the science-god—the great god of technology. This is a wondrous and energetic story which, with greater clarity than its parent, offers us a vision of paradise. Whereas the science-god speaks to us of both understanding and power, the technology-god speaks only of power. It refutes the promise of Christianity that heaven is a posthumous reward. It offers convenience, efficiency and prosperity here and now; and it offers its benefits to all, the rich as well as the poor, as does Christianity. But it goes much

further. For it does not merely give comfort to the poor; it promises that through devotion to it the poor will become rich. Its record of achievement—there can be no doubt—has been formidable, in part, because it is a demanding god, and is strictly monotheistic. Its first commandment is a familiar one: "Thou shalt have no other gods before me." This means that those who follow its path must shape their needs and aspirations to the possibilities of technology. The requirements of no other god must interfere, slow down, frustrate, or, least of all, oppose the sovereignty of technology. Why this is necessary is explained with fierce clarity in the second and third commandments. "We are the Technological Species," says the second, "and therein lies our genius." "Our destiny," says the third, "is to replace ourselves with machines, which means that technological ingenuity and human progress are one and the same."

4 But we know, and each day receive confirmation of it, that this is a false god. It is a god that speaks to us of power, not limits; speaks to us of ownership, not stewardship; speaks to us only of rights, not responsibilities; speaks to us of self-aggrandizement, not humility. Those who are skeptical about the language and presuppositions of the great god of technology, those who are inclined to take the name of the technology god in vain, have been condemned as reactionary renegades, especially when they speak of gods of a different kind. Among those who have risked heresy was Max Frisch, who remarked that, "Technology is the knack of so arranging the world that we do not experience it." But he along with other heretics were cast aside and made to bear the damning mark of "Luddite" all of their days. There are also those, like Aldous Huxley, who believed that the great god of technology might be sufficiently tamed so that its claims were more modest. He once said that if he had rewritten *Brave New World*, he would have included a sane alternative, a society in which technology were used as though, like the Sabbath, it had been made for man, not as though man were to be adapted and enslaved by it.

5 Huxley did not rewrite *Brave New World*, but, as it has turned out, it was unnecessary. That the technology-god enslaves and gives no profound answers in the bargain is now increasingly well understood. Heidegger wrote of it, and Mumford, and Ellul and Weizenbaum and Roszak and dozens of others, so that the covenant we made with technology is each day being shredded. It is a victory of sorts but a bitter one, for we are left at last with no loom to weave a fabric to our lives. This is the problem Václav Havel spoke of when he addressed

the U.S. Congress. He said that we will need a story that will help us “to be people with an elementary sense of justice, the ability to see things as others do, a sense of transcendental responsibility, archetypal wisdom, good taste, courage, compassion, and faith.”

⁶ Where shall we find such a story? The answer, I think, is where we have always found new tales: in the older ones we have already been telling. We do not need to invent a story for our times out of nothing. Humans never do. Since consciousness began we have been weaving our experience of ourselves and of our material world into accounts of it; and every generation has passed its ways of accounting on. And as new generations have encountered more and more of the world and its complexities, each generation has had to reread the stories of the past—not rejecting them, but revising and expanding their meaning to accommodate the new. The great revolutions and revelations of the human past, and I include the Christian revelation, have all been great retellings, new ways of narrating ancient truths to encompass a larger world.

⁷ We in the West are inheritors of two great and different tales. The more ancient, of course, is the one that starts by saying, “in the beginning, God. . .” And the newer is the account of the world as science and reason give it. One is the tale of *Genesis* and Job, of Mark and Paul. The other is Euclid’s tale, and Galileo’s, Newton’s, Darwin’s. Both are great and stirring accounts of the universe and the human struggle within it. Both speak of human frailty and error, and of limits. Both may be told in such a way as to invoke our sense of stewardship, to sing of responsibility. Both contain the seeds of a narrative more hopeful and coherent than the technology story. My two favorite quotes on this matter were made 375 years apart. The first is by Galileo, who said, “The intention of the Holy Spirit is to teach how one goes to heaven, not how heaven goes.” The second is by Pope John Paul II, who said, “Science can purify religion from error and superstition. Religion can purify science from idolatry and false absolutes.”

⁸ I take these men to mean what I would like to say. Science and religion will be hopeful, useful, and life-giving only if we learn to read them with new humility—as tales, as limited human renderings of the Truth. If we continue to read them, either science or Scripture, as giving us Truth direct and final, then all their hope and promise turn to dust. Science read as universal truth, not a human telling, degenerates to technological enslavement and people flee it in despair. Scripture read as universal Truth, not a human telling, degenerates to Inquisition, Jihad,

Holocaust, and people flee it in despair. In either case, certainty abolishes hope and robs us of renewal.

9 I believe we are living just now in a special moment in time—at one of those darkening moments when all around us is change and we cannot yet see which way to go. Our old ways of explaining ourselves are not large enough to accommodate a world made paradoxically small by our technologies, yet larger than we can grasp. We cannot go back to simpler times and simpler tales—tales made by clans and tribes and nations when the world was large enough for each to pursue its separate evolution. There are no island continents in a world of electronic technologies—no place left to hide or to withdraw from the communities of women and men. We cannot make the world accept one tale—and that one our own—by chanting it louder than the rest or silencing those who are singing a different song. We must take to heart the sage remark of Nils Bohr, one of our century's greatest scientists: "The opposite of a correct statement is an incorrect statement. The opposite of a profound truth is another profound truth." He meant to say that we require a larger reading of the human past, of our relations with each other and the universe, a retelling of our older tales to encompass many truths and to let us grow and change.

ACTIVITY 6

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What does Postman mean by "Science and the Story That We Need" in the title of the essay?
2. Why does Postman refer to Huxley? What are Huxley's views on technology? Refer to the Issue Prompt: "All progressive machines turn out to be things ridden in, with an unknown driver."
3. In the essay, Postman mentions several names such as Heidegger, Mumford, Ellul, Weizenbaum, Roszak, and Václav Havel. What do you know about them? Do some online research on these people and discuss why they are mentioned.
4. In the conclusion of the essay, what does Postman propose concerning how Westerners should perceive science and religion? What does he think that science and religion have in common? How are they relevant to the title of this essay?
5. Isaac Newton, a famous physicist, was a devout Christian. How would Postman comment on this fact? How would you comment on this fact?

ACTIVITY 7



Read the essay, critically considering its writing techniques, and discuss the following questions in groups.

1. Why does Postman refer to the Sorcerer's Apprentice in Paragraph 1? What is the claim he supports by this reference? What is the mode of reasoning here?
2. In Paragraph 3, when Postman discusses the technology-god, what is his argument? What mode of reasoning is used to support this argument?
3. What does Postman believe the “two great and different tales” (Para. 7) have in common? What mode of reasoning does he use to support this argument?
4. Why does Postman cite Nils Bohr? What does he cite as evidence? What mode of reasoning does he use?
5. What does Postman assume about the audience for his essay? Is he writing for an international audience?

Part IV Language Study

Use of Hedging Language (I)

■ What is hedging language

As we have seen in Unit 1, **hedging** (also **hedge**) is an expression used to allow for additional possibilities or to avoid over-precise commitment, for example, *etc.*, *often*, *usually*, or *sometimes*. As an important rhetorical strategy, hedging contributes a great deal to communication. Examine the following examples and comment on the difference between the assertions:

- Water shortages trigger conflict between nations.
- Water shortages may trigger conflict between nations.

The first sentence indicates a high level of certainty; indeed, the claim, or assertion, is presented as fact. The second sentence, as a claim, however, is more tentative, suggesting that conflict could occur under certain circumstances, but not necessarily in every case. In other words, the use of hedging language enables writers to make

claims that are proportionate to the evidence available. This is particularly important in academic writing, which needs to present unproven propositions with caution and precision. Here is a short paragraph taken from an academic paper:

This study indicates that without formal instruction on writing in English, English as a second language or foreign language writers tend to resort to techniques learned in their first language writing instruction when starting to write in English.

In this case, two verbs “indicate” and “tend” are used to tone down the degree of certainty, meaning that there might be other possibilities despite the results of this study. What is revealed in this study is not necessarily the only truth about the issue in question.

Use of hedging language is also important in making claims in academic writing. For example, hedging is used to express writers’ reservations regarding their claims. Here are two examples:

- It is believed that heavy smoking contributes to the development of lung cancer in human beings.
- Malnutrition seems to have led to the lack of a strong immune system in this participant.

In the first example above, the passive structure, “it is believed that” is a more cautious and less personal statement than a statement introduced by “I believe that.” In the second example, the use of “seems to” suggests that the statement is unproven.

■ Why do we use hedging language?

Specifically, why do writers hedge? Here are the major reasons:

- By hedging, writers tone down their statements in order to render the statements less vulnerable to opposition.
- Writers want their readers to know that they do not claim to have the final word on the subject. Expressing a lack of certainty does not necessarily show confusion or vagueness. One could consider hedges as a way of showing precision in reporting results. Hedging may present the true state of the writers’ understanding and may be used to negotiate an accurate representation of the state of the knowledge under discussion. In fact, academic writers may well wish to reduce the strength of claims simply because stronger statements would not be justified by the data or evidence collected and presented.

- Hedges may be understood as politeness strategies in which writers try to appear humble rather than arrogant or all-knowing. Hedging is a rational interpersonal strategy which supports writers' positions, builds writer-reader (speaker/listener) relationships and guarantees a certain level of acceptability in a community. Once a claim becomes widely accepted, it is then possible to present it without a hedge.
- A certain degree of hedging has become conventionalized; hedging now functions to conform to an established style in academic English.

An example may help you to understand the difference between sentences with hedging language and sentences without it:

- Bad dietary habits lead to illness.
- Bad dietary habits may lead to illness.

The first sentence indicates a high level of certainty by presenting the claim as a fact. The second sentence is more tentative, suggesting that bad dietary habits will cause diseases under certain conditions, but not necessarily in every case.

As the example illustrates, the use of hedging language enables writers to ensure that claims are proportionate to the strength of the supporting evidence. In other words, the use of hedging helps to render statements as accurate and evenhanded as possible.

Since there is a wide range of hedging words and phrases, it is important that writers select those that best fit the supporting evidence. The use of the word "probably" in the example below indicates that the evidence is fairly strong. In the second sentence, the more tentative word "might" suggests that the evidence is weak:

- The earthquake was probably caused by the construction of the new dam.
- The earthquake might have been caused by the construction of the new dam.

Paying due attention to accuracy and evenhandedness helps reduce the likelihood of criticism, which is particularly important in persuasive and academic writing. Hedging also helps to persuade the audience in an artful and nuanced fashion.

In addition, hedging is used to tone down criticism of other authors' work, as shown in the examples below:

- Jackson (2008) appears to overemphasize the effect of mothering on child development.
- The side-effects of the new medicine may have been overstated by some researchers.

In the first statement, the use of “appears to” indicates the lack of certainty of the assertion. In the second claim, the use of “may” tones down the criticism of other researchers’ claims.

To sum up, the use of hedging is important in academic writing and in other types of writing in which the author needs to decrease the level of certainty to achieve nuance and precision in the presentation of unproven propositions.

ACTIVITY 8

The following is the second paragraph of Essay 1. Please identify the hedging language, if any, and explain why it has been used and whether the use is appropriate.

Back in the 1980s, when schools began investing heavily in computers, there was much enthusiasm about the apparent advantages of digital documents over paper ones. Many educators were convinced that introducing hyperlinks into text displayed on monitors would be a boon to learning. Hypertext would strengthen critical thinking, the argument went, by enabling students to switch easily between different viewpoints. Freed from the lockstep reading demanded by printed pages, readers would make all sorts of new intellectual connections between diverse works. The hyperlink would be a technology of liberation.

ACTIVITY 9

Identify the hedging language used in the following sentences from Essay 1. Omit it, and see how the meaning of the sentences is transformed.

1. And if links are bad for concentration and comprehension, it shouldn’t be surprising that more recent research suggests that links surrounded by images, videos, and advertisements could be even worse.
2. That’s why the extensive brain activity that Small discovered in Web searchers may be more a cause for concern than for celebration.
3. Since each glance breaks our concentration and burdens our working memory, the cognitive penalty can be severe.

4. Many studies have shown that switching between just two tasks can add substantially to our cognitive load, impeding our thinking and increasing the likelihood that we'll overlook or misinterpret important information.
5. These tend to involve more primitive mental functions, such as hand-eye coordination, reflex response, and the processing of visual cues.
6. In the process, we seem fated to sacrifice much of what makes our minds so interesting.

Writing Assignment 2

Write the final draft of your essay based on the feedback you received from peer evaluation and your instructor, and be prepared to submit it. The final draft may be your second, third or even fourth or fifth draft for some of you. Work on the drafts using the following checklist.

Checklist

Mark the question with a check (✓) if your answer is yes.

- Have I read extensively about the issue explored in the essay?
- Is my argument carefully formulated and worded?
- Is my argument well supported by effective reasoning?
- Is the reasoning in my argumentation developed effectively?
- Is my reasoning relevant to the arguments?
- Is my reasoning logical? Does it make sense?
- Have I evaluated my own steps in reasoning carefully?
- Is my language concise and precise enough?
- Is there a need for hedging language in my essay?
- Have I used hedging language effectively?

Reflective Journal

Please write down your reflections upon what you have/have not yet learned in this unit:

- ▶ Issues I have investigated

- ▶ Writing knowledge and skills I have acquired and developed

- ▶ Critical thinking and intercultural competence I have cultivated

- ▶ Language I have studied

- ▶ Anything I wish to explore further (i.e., puzzles and difficulties)

6 Multiculturalism and Unit Its Challenges

How to Avoid Logical Fallacies



“ We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams. ”

—Jimmy Carter

“ *Junzi* (man of honor) seeks harmony but not uniformity, while *Xiaoren* (a petty person) seeks uniformity but not harmony. ”

—Confucius



Objectives

Writing Skills

- ▶ Understand the definition of logical fallacies
- ▶ Distinguish different types of logical fallacies
- ▶ Avoid logical fallacies in your own writing

Language Study

- ▶ Use modal auxiliary verbs in hedging language
- ▶ Use probability adjectives and adverbs in hedging language
- ▶ Use frequency adverbs in hedging language

Critical Thinking

- ▶ Analyze and evaluate the assumptions behind differing claims regarding multiculturalism in the U.S.
- ▶ Understand the assumptions behind the definitions of humanism and cosmopolitanism
- ▶ Explore the implications and consequences of claims regarding multiculturalism and humanism

Intercultural Competence

- ▶ Understand the complex relationship between humanism and cosmopolitanism involved in intercultural communication
- ▶ Analyze the differences between diversity and pluralism and explore the implications and consequences of pluralism in the U.S.

Part I Exploring the Main Issue

Pre-class Reading and Research

1. Do preliminary reading and research on the practicality of multiculturalism related to the following questions.
 - 1) What is multiculturalism and what do you know about it? Trace the origin of this term and its history.
 - 2) Some argue that the U.S. is a melting pot. What is meant by the term “melting pot”? Is it a manifestation of multiculturalism?
2. Consider the issue of multiculturalism from a Chinese perspective. Can you give an example to explain what the term might mean in China?
3. Work in groups of four and do thorough preparation for a class presentation on your reading, thinking, and research findings.

Issue Prompt

What is multiculturalism: a melting pot or a salad bowl?

Multiculturalism (cultural pluralism) refers to a mix of cultures and ethnicities within a particular place or nation-state. It can be understood as another way of speaking about multi-ethnic states, but also refers to government policies, particularly with respect to immigration. Given that populations are arguably more mobile now, multiculturalism continues to be an issue in the context of education, social cohesion and social welfare systems. Two phrases are often used to describe the United States of America as a multi-ethnic state. One is “melting pot” and the other “salad bowl.”

Melting pot is used to refer to the idea, long cultivated in the United States, that flows of people of different origins arriving in America merged in this “country of immigrants” to give life to a *quid novi et pluris* (something new and diverse): the good American. The term was first used in a comedy at the beginning of the twentieth century. The idea also inspired the motto *E pluribus unum* (from many, one) which is still inscribed on American coins today. It should be said that the melting pot, as depicted by Zangwill, i.e., a process of reciprocal adaptation on a more or less equal basis, never actually came about, owing to the dominance of the WASP (White, Anglo-Saxon Protestant) component of the country, which determined and encouraged Anglo-conformity (Conformism) from its beginning.

Following the Second World War, faith in the integrating capacity of American society was drastically reduced, and the situation which effectively existed in the country began to be illustrated by another image, that of the **salad bowl**, in which the various ingredients retain their specific characteristics. The growing numbers of “hyphenated Americans” (those who continue to define themselves as Italian-Americans, Hispanic-Americans, Russian-Americans, etc.), the recent ethnic revival—which has reposed and revalued original identities—and, above all, the arrival of new immigrants who are obviously more resistant to the expected melting pot effect (so-called unmeltable ethnics) are expressions of this phenomenon.

Although the existence of an American model which recognizes the influence of different populations on the dominant Anglo-Saxon structure cannot be denied, the melting pot may be nothing more than a myth. Instead of the happy and unproblematic mixing of peoples implied by the term imagined in St. John De Crevecoeur’s *Letters from an American Farmer*—a work fundamental to understanding the first American approach to the migratory phenomenon, according to Albert Bastenier and Felice Dassetto—the process of merging and assimilation has often been violent and extremely problematic, and has frequently resulted in marginalization. Not only has this process never been fully accomplished, but the continuous reappearance of new ethnic diversities and the efforts made by distinct ethnic groups to preserve their cultural specificity could be seen as proving the complete failure of the melting pot model in America.

That the persistence of different groups, such as Italians, Mexicans, Chinese, Koreans, and Vietnamese, can easily be used to demonstrate the inconsistency of the American model and therefore the failure of the melting pot may, of course, be simply a problem of perspective. The fact that the modern approach focuses on either uniformity or diversity within the same cultural context may simply mean that the melting pot is not currently fashionable either as a social paradigm by which to interpret the American experience or as a political and cultural program based on the overcoming of diversities in the production of one single model.

4. In groups of four, discuss the following questions and write your thoughts and responses on the blank lines.

- 1) Some scholars describe the U.S. as a mosaic, as does Jimmy Carter, the 39th President of the United States, in the quotation at the beginning of this unit. What do you think that “mosaic” means in this context? Which of the two phrases is closer to the meaning of “mosaic”: melting pot or salad bowl? Why?

2) Fei Xiaotong argued that “the Chinese as a people are characterized by integrated multiculturalism (中华民族多元一体格局).” How would you respond to such a claim?

Part II Learning the Skills

How to Avoid Logical Fallacies

■ What are logical fallacies?

Logical fallacies are logically unsound statements. Because the premises are usually true, without careful examination, they appear to be valid. Logical fallacies undermine the authors’ credibility and the forcefulness of argumentation. It is therefore important to avoid them in our own arguments, and to be able to detect them in others’ arguments.

It is impossible to give a full list of common fallacies, but they can be categorized by their most common types so that we can better understand and avoid them.

■ Types of logical fallacies

Logical fallacies are categorized according to the error in the reasoning involved. On this basis, there are four general types of logical fallacies: fallacies of relevance, fallacies of defective or weak induction, fallacies of presumption, and fallacies of ambiguity.

Fallacies of relevance

These fallacies are due to the lack of a relevant logical connection between premise(s) and conclusion. This group of fallacies appeals to evidence or examples irrelevant to the argument. Many common fallacies fall into this category. Some of them are listed below.

Personal attack (*Argumentum ad hominem*, literally, “argument toward the man,” also called “poisoning the well”): Attacking the person who makes an argument, rather than discussing the issue/argument itself. For example:

- Do not listen to Jen's advice about shopping online because she is an alcoholic.

Argument to the people (*Argumentum ad populum*): Using an appeal to popular assent, often by arousing the feelings and enthusiasm of the multitude rather than building an argument. One most common fallacy of this type is the “bandwagon approach.” For example:

- Millions of people are using this software, therefore it must be good.

Appeal to tradition (*Argumentum ad traditio*): This line of fallacious thought asserts that a premise must be true because people have always believed it or done it. Alternatively, it may conclude that the premise has always worked in the past and will thus always work in the future. For example:

- This policy has been implemented since the founding of the nation, so it must be right.

False authority: This fallacy maintains that if an authority figure believes or does something, then it must be right even if s/he has no expertise in the specific field. For example:

- Michael Jackson used to use this face cream. Therefore it must be effective.

Fallacies of defective or weak induction

These fallacies result from a lack of understanding of the required logical link between premises and conclusion.

Post hoc, ergo propter hoc (literally, “after this, therefore because of this”): a fallacy in which one event is said to have caused another simply because they occurred in sequence. For example:

- Mary should not be a cheer leader. Every time she was there, our team lost the game.

Hasty generalization (*Dicto simpliciter*, also called “jumping to conclusions,” “converse accident”): Mistaken use of inductive reasoning when there is insufficient evidence to support a claim. For example:

- Do not make friends with people from that province. I knew a man born there and he was a snob.

Non sequitur (literally, “It does not follow”): A *non sequitur* is any argument that does not follow from the previous statements. For example:

- This brand of computer is the best because the company has a wonderful PR department.

Fallacies of presumption

These are fallacies in which an unstated or shaky presumption is made.

Self-contradiction: A contradiction is an argument which includes in its reasoning premises that contradict each other. In any case of contradiction, some of the premises must be false. For example:

- Raising kids in a way which pleases them is wrong and is not wrong.

There is always an exception to a rule. When the self-contradictory statement is not put forth as an argument, but rather as an ironic statement—perhaps with the intent to convey some deeper truth or meaning, but not necessarily to be taken literally—then this fallacy is not committed. For example, “The only thing that remains unchanged is change itself.”

Circular reasoning (also called “begging the question”): This fallacy occurs when you state your position and then restate it in different words as evidence for your position. For example:

- Smoking is detrimental to health because it causes harm to the body.

The “slippery slope” fallacy (also called “the camel’s nose fallacy”) is a fallacy in which the speaker argues that, once the first step is taken, a second or third step will inevitably follow, much as one step on a slippery slope will cause a person to fall and slide all the way to the bottom. It presumes that a chain of events is only likely to occur if one originating event occurs. For example:

- I cannot allow my daughter to join that dance club. If she does, she will be dancing at least once a week, then twice a week. Before you know it, she will spend all of her time dancing and little time on her coursework.

Either/Or fallacy (also called “the black-and-white fallacy,” “excluded middle,” “false dilemma,” or “false dichotomy”): This is a form of reasoning that presumes that there are only two possibilities, when there may be many. For example:

- Either we set up a strict school dress code, or students will dress inappropriately.

Faulty analogy: This presumes that if two things or people are alike in one or two ways, they will be alike in other ways, too. For example:

- People are allowed to drink on airplanes, so they should be allowed to smoke as well.

Fallacies of ambiguity

These fallacies arise from ambiguity in the language used.

Fallacy of amphiboly: This is a fallacy which arises through loose or awkward phrasing. For example:

- Save soap and waste cans.

Fallacy of composition: This fallacy occurs when the parts of a whole are incorrectly used to describe the whole. For example:

- Since one of the students is prepared for the interview, the whole class is ready for the interview.

Fallacy of division: This fallacy occurs when it is argued that what is true for the whole must be true for its parts. For example:

- That company is very important. Since John works at that company, he must be very important.

Fallacy of equivocation: This fallacy involves the use of a word with multiple meanings, which uses a different meaning in the conclusion than in the premise. For example:

- The coach said we should eat light, so take your heavy coat off.

These errors occur when ambiguous words or phrases are employed, the meanings of which shift and change in the course of discussion. Such more or less subtle changes can render arguments fallacious.

ACTIVITY 1



Working individually or in pairs, examine the following statements and identify the types of logical fallacies in them.

1. My roommate said her statistics course was stressful, and the one I am in is stressful, too. All statistics classes must be stressful!
2. Using animal products such as fur and leather reduces our respect for life. If we do not respect life, we are likely to be more and more tolerant of violence. Before we know it, our society will become a jungle in which everyone constantly fears for their lives. It will be the end of civilization.
3. Guns are like hammers—they are both tools with metal parts that could be used to kill someone. And yet it would be ridiculous to restrict the purchase of hammers—so restrictions on purchasing guns are equally ridiculous.
4. Mother of a kindergarten pupil to his teacher: I am worried about my son's allergic sinusitis. Could you please make sure that you turn on the air purifier and keep the doors and windows closed on heavily polluted days in Beijing?
The teacher: Do not worry. There are so many kids in our class. Rest assured that we will take care of them.
5. This classroom building is in bad shape. Either we tear it down and put up a new building, or we continue to risk students' lives. Since we should not risk anyone's life, we must tear the building down.
6. Giving money to the Red Cross is the right thing to do, so the Red Cross has a right to our money.
7. If we ban SUVs because they are bad for the environment, eventually the government will ban all cars, so we should not ban SUVs.
8. Even though it is only the first day of summer camp, I can tell this is going to be a boring experience.
9. If names be not correct, language is not in accordance with the truth of things, and affairs cannot be carried on to success. When affairs cannot be carried on to success, proprieties and music will not flourish... Therefore *junzi* considers it necessary that the names he uses may be spoken appropriately, and also that what he speaks may be carried out appropriately. What the superior man requires is just that in his words there may be nothing incorrect.¹
10. Ronald Reagan is a good communicator because he speaks effectively.

¹ 名不正，则言不顺；言不顺，则事不成；事不成，则礼乐不兴……故君子名之必可言也，言之必可行也。君子于其言，无所苟而已矣。出自《论语·子路》

■ How to avoid logical fallacies?

Logical fallacies are usually committed when we fail to use sound reasoning or fail to consider all factors in the reasoning process. If we are meticulous in reasoning and engage in self-monitoring, fallacies, like grammatical errors, can be detected and avoided.

Here are some helpful tips for finding fallacies in our own arguments:

- **Pretend we disagree with the conclusion we are defending.** What parts of the argument would now seem dubious to us? What parts would seem easiest to attack? Pay special attention to strengthening those parts.
- **List our major claims; under each one, list the supporting evidence.** Seeing our claims and evidence laid out this way may make us realize that we have insufficient evidence for a particular claim, or it may help us look more critically at the evidence we are using.
- **Identify our own particular pattern in illogical thinking.** List the fallacies we are especially prone to, and make sure we check for them in our writing. Some writers tend to appeal to authority; others are more likely to make hasty generalizations or weak analogies. Read your old essays carefully to see if there is a particular kind of fallacy you need to watch out for.
- **Be aware that broad claims are more difficult to support than narrow ones.** Claims that use sweeping words such as “all,” “no,” “none,” “every,” “always,” “never,” “no one,” and “everyone” are sometimes appropriate—but they are much harder to substantiate than less-sweeping claims that use words like “some,” “many,” “few,” “sometimes,” “usually,” and so forth. If possible, narrow your claims. This is the role and significance of the hedging language introduced in the previous unit.
- **Double check our characterizations of others.** Make sure we understand our opponents’ argument accurately and fairly before attacking. What is it in our opponents’ argument that is subject to attack? Is it the evidence? Is it the process of logical reasoning? Or are there other loopholes?

ACTIVITY 2 

Work individually or in pairs. Examine the reasoning process involved in each argument and discuss in writing what specific evidence is needed to evaluate the argument. Explain how this evidence would weaken or strengthen the argument.

1. Fifteen years ago, Omega University implemented a new procedure that encouraged students to evaluate the teaching effectiveness of all their professors. Since that time, Omega professors have begun to assign higher grades in their classes, and overall student grade averages at Omega have risen by 30 percent. Potential employers, looking at this dramatic rise in grades, believe that grades at Omega are inflated and do not accurately reflect student achievement; as a result, Omega graduates have not been as successful at getting jobs as have graduates from nearby Alpha University. To enable its graduates to secure better jobs, Omega University should terminate student evaluation of professors.
2. The birthrate in our city is declining: In fact, last year's birthrate was only one-half that of five years ago. Thus the number of students enrolled in our public schools will soon decrease dramatically, and we can safely reduce the funds budgeted for education during the next decade. At the same time, we can reduce funding for athletic playing fields and other recreational facilities. As a result, we will have sufficient money to fund city facilities and programs used primarily by adults, since we can expect the adult population of the city to increase.
3. Milk and dairy products are rich in vitamin D and calcium—substances essential for building and maintaining bones. Many people therefore say that a diet rich in dairy products can help prevent osteoporosis, a disease that is linked to both environmental and genetic factors and that causes the bones to weaken significantly with age. But a long-term study of a large number of people found that those who consistently consumed dairy products throughout the years of the study have a higher rate of bone fractures than any other participants in the study. Since bone fractures are symptomatic of osteoporosis, this study result shows that a diet rich in dairy products may actually increase, rather than decrease, the risk of osteoporosis.
4. Clearview should be a top choice for anyone seeking a place to retire, because it has spectacular natural beauty and a consistent climate. Another advantage is that housing costs in Clearview have fallen significantly during the past year, and taxes remain lower than those in neighboring towns. Moreover, Clearview's mayor promises many new programs to improve schools, streets, and public services. And best of all, retirees in Clearview can also expect excellent health care as they grow older, since the number of physicians in the area is far greater than the national average.

5. An ancient, traditional remedy for insomnia—the scent of lavender flowers—has now been proved effective. In a recent study, 30 volunteers with chronic insomnia slept each night for three weeks on lavender-scented pillows in a controlled room where their sleep was monitored electronically. During the first week, volunteers continued to take their usual sleeping medication. They slept soundly but wakened feeling tired. At the beginning of the second week, the volunteers discontinued their sleeping medication. During that week, they slept less soundly than the previous week and felt even more tired. During the third week, the volunteers slept longer and more soundly than in the previous two weeks. Therefore, the study proves that lavender cures insomnia within a short period of time.

ACTIVITY 3

Read the following paragraph carefully, and identify the logical fallacies in it with your partner.

The feminist argument that pornography is harmful has no merit and should not be discussed in college courses. I read *Playboy* magazine, and I don't see how it could be harmful. Feminists might criticize me for looking at porn, but they shouldn't talk. They obviously look at it, too, or they couldn't criticize it. Many important people, including the presidents, writers, and entertainers who have been interviewed by the magazine and the women who pose in it, apparently agree. Scientific studies so far have not proved that pornography is harmful, so it must not be harmful. Besides, to be harmful, pornography would either have to harm the men who read it or the women who pose in it, and since they both choose these activities, they must not be harmful. Feminists should take a lesson from my parents—they don't like loud music and won't have it in their house, but they don't go around saying it's harmful to everyone or trying to prevent others from listening to it. Ever since feminists began attacking our popular culture, the moral foundation of our society has been weakened; the divorce rate, for example, continues to rise. If feminists would just cease their hysterical opposition to sex, perhaps relationships in our society would improve. If feminists insist, instead, on banning porn, men will have no freedom and no pleasure left, and large numbers of women will be jobless and will have to work as prostitutes to support themselves. In light of these consequences, feminists shouldn't be surprised if their protests are met with violence. Truly, the feminist argument is baseless.

Writing Assignment 1

Write the first draft of your essay in which you argue for or against a topic using what we have discussed so far about avoiding fallacies. The following prompts may give you ideas for appropriate topics relevant to the issue explored in this unit. Identify a specific topic, make a relevant claim and argue for or against it. Please do not restrict your choice of topic to the prompts listed below.

Prompts

- There is not an official language for the United States at the federal level, but 30 states have made English their official language. Some argue that the very fact that Obama was elected president testifies to American multiculturalism, while others argue that Obama has been assimilated into WASP culture. What do you think?
- In the United States, because of Affirmative Action (a policy of multiculturalism), universities such as the University of Michigan reserve a quota for African Americans in enrolling new students. Some Caucasians argue against this practice, calling this another form of racial discrimination. What do you think?
- In some autonomous regions in China, some schools use the language of the local minority group, such as Korean or Mongolian, as the working language in primary and secondary schools as a policy of educational multiculturalism. Some argue, however, that this policy puts minority group students who graduate from these schools at a disadvantage when they go to college, where Mandarin Chinese is the official language. What is your view on this issue?

Part III Case Analysis

Essay I

Humanism: A Basis for Unifying Diversity

Claes G. Ryn

- 1 Philosophers have employed the language of universality and particularity to express the tension and coexistence of two pervasive elements of human experience. Many other terms have been used to refer to different aspects of the same paradox of life: unity and diversity, rest and motion, order and disorder, permanence and impermanence, sameness and otherness. Although the two dimensions are inseparable in concrete experience, philosophers have been prone to discount the ultimate significance of the one and attribute reality only to the other. This was the case with Plato, who extolled the One, positing a transcendent sphere of changeless forms. Man should try to escape the flux of individual phenomena, the Many, which had no meaning. The good, the true and the beautiful were for Plato ahistorical universals whose purity was threatened by historical particulars. Today, at the other extreme, so-called postmodernists deny the existence of enduring standards of goodness, truth and beauty. They recognize only historical particularity, contingency and subjectivity, the element of existence that Plato associated with meaninglessness. Rejecting the notion of higher order or meaning, postmodernists celebrate diversity and advocate tolerance for differences among individuals and groups. Life has no common human core.
- 2 These contrasting ways of thinking exemplify what the American literary scholar and cultural thinker Irving Babbitt calls “metaphysics of the One” and “metaphysics of the Many.” The two philosophical orientations discount, disparage or disregard one of the dimensions of life, either that of permanence or that of impermanence. They are “metaphysical” in the sense that they are not content to base their view of reality on the facts of immediate experience. Each orientation distorts even the element that most attracts its interest, for it attributes to that element a univocal character that life itself does not give.
- 3 How we think about universality and particularity directly affects how

we think about humanism and multiculturalism. Stark consequences follow from assuming that universality and particularity have little or nothing in common or that one of them does not really exist. If humanism is a moral and cultural proclivity to respect and promote the higher potential of individual human beings, it would seem to be badly served by a philosophy that belittles particularity and attaches no importance to human individuality as such. If only pure universality has value, the standard for elevating life must be a changeless, unitary norm. The goal of life must be to imitate universality, while freedom and diversity should be resisted because they introduce unwelcome complications. A humanism of this type, if indeed it should even be called humanism, will become rigid and detached from concrete human existence. To people who see value in personal uniqueness, this humanism must appear inhospitable, lacking in imagination and adaptability. Conversely, multiculturalism, calling attention as it does to the pervasiveness and inevitability of diversity, must, if there is no universality, resign itself to the impossibility of any real harmony between human beings. In the end multiculturalism has to drown in a welter of differences and change, incapable of distinguishing between fruitful and destructive diversity, legitimate and illegitimate self-assertion, creativity and mere idiosyncrasy. The word "culture" becomes meaningless. Multiculturalism of that type can offer no robust and lasting antidotes to social dissolution and arbitrary power.

- 4 But universality and particularity need not be incongruous. They are in a sense intimately related, even mutually dependent. Humanism and multiculturalism, if properly understood, are not incompatible. They can be seen as different aspects of a single effort to realize life's higher potential. The subject has vast philosophical implications, not merely for scholars; philosophy is ultimately for the sake of life. That humanism and multiculturalism might be reconciled has far-reaching practical importance. On that possibility may rest the hope for averting conflict among societies and cultures in the twenty-first century.
- 5 We face here the central problem that all persons and societies are torn within between their own higher and lower potentialities. Goodness, truth and beauty are never easily achieved. Social circumstances sometimes aggravate this difficulty, but its most general cause is that human beings tend to shrink from the necessary effort. They are prone to indulging less commendable desires. What is needed, then, is a humane ethos that not only calls particular cultures to live up to their own highest standards but also predisposes them to recognize

what is admirable about other societies. Such an ethos, if it is to be a vivid and concrete sense of the good, the true and the beautiful, must be deeply rooted in the soil of the particular culture, must be alive with the best that this culture has wrought. Only on the basis of intimate familiarity with the highest achievements of one's own society is it possible to have a more than superficial appreciation for the highest achievements of other societies. How could a Westerner ignorant of Aristotle hope to understand Confucius? How could an Easterner ignorant of Buddha hope to understand Jesus of Nazareth? To be steeped in the best of one's own traditions is a prerequisite for having both deep commitments and broad sympathies.

⁶ In the Western world especially, it has long been widely assumed that a culture of enlightenment of the sort that took hold in the West in the eighteenth century should transform all societies. According to this view, older moral and religious views and related cultural patterns are obstacles to progress. This ignores the depth of the moral problem of human life and the difficulty of achieving genuine restraint and order. Specifically, progressives of this kind disregard what the great moral and religious systems of mankind have seen as the basic human condition: For individual and society to become more harmonious and civilized, each person must struggle to resist the self-indulgence that puts him at odds with other human beings and must try to make the best of his own gifts. Healthy family life and other civilizing forces such as education can assist the striving for personal excellence—are indeed indispensable—but in the absence of sustained individual effort the common life cannot improve. The moral struggle with self, the development of character, is only a part of the protracted work to humanize existence, but it is the part on which all the others—intellectual, aesthetical, political and economic—ultimately depend for their health. Sociopolitical arrangements cannot take the place of the interior striving of individuals. That this view should not be as popular as rationalistic or romantic notions of peace and progress is easy to understand, for it places the burden of responsibility on the shoulders of the particular person. It makes the difficult reform of self the precondition for improving the common life.

⁷ Irving Babbitt, who was a student of Eastern as well as Western traditions, has argued that there are strong grounds for an ecumenical approach to ethical questions. Despite doctrinal differences, the great religious and moral systems of mankind recognize a special quality of will that is felt by Man as the fundamental

source of goodness and happiness. Using non-sectarian language, Babbitt often calls this higher will the “inner check” to indicate that in a crucial respect it is a restraint upon egotism and self-indulgence. Though heeded more by some individuals than others, this higher will draws humanity towards the same moral center.

8 Humanism is one possible term for the needed sensibility and discipline. To be more than shallow, humanism must be derived from the best of the culture that most immediately nourishes it. No individual, however learned and well-traveled, can truly master several cultures. But humanism is not closed in upon a single heritage. It is an opening-up of the personality to the abundance of human existence. It is willing and prepared to learn from other cultures. Humanism is cosmopolitan, but not in the sense of being rootless and free-floating. A real cosmopolitan is strongly attached to his own primary culture, but can feel at home to some extent in other societies in whose higher aspirations he recognizes the better efforts of his own society. The cosmopolitan aspect of humanism is its multiculturalism. Through it, humanism expands and enriches its sense of the manifold possibilities of goodness, truth and beauty, but also its sense of the deeper unity of human experience.

ACTIVITY 4

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What do universality and particularity mean according to Claes G. Ryn?
2. How does Ryn define the contrast between Plato and postmodernists?
3. According to Ryn, what kind of multiculturalism is not viable?
4. Ryn argues, “That humanism and multiculturalism might be reconciled has far-reaching practical importance. On that possibility may rest the hope for averting conflict among societies and cultures in the twenty-first century.” (Para. 4) Cite concrete evidence to support or refute this claim.
5. What does Babbitt mean by “inner check” (Para. 7)? Can you think of examples to illustrate this concept?
6. Ryn claims, “Humanism is cosmopolitan, but not in the sense of being rootless and free-floating.” (Para. 8) How do you interpret this statement? What does it imply regarding our attitude toward our own culture as opposed to other cultures in intercultural communication?

ACTIVITY 5

Read the essay, critically considering its writing techniques, and discuss the following questions in groups.

1. Ryn mentions what Babbitt calls “metaphysics of the One” and “metaphysics of the Many” (Para. 2). What is wrong with these two ways of thinking from a logical perspective? Do you agree or disagree with Ryn? Why?
2. “If humanism is a moral and cultural proclivity to respect and promote the higher potential of individual human beings, it would seem to be badly served by a philosophy that belittles particularity and attaches no importance to human individuality as such.” (Para. 3) What is logically problematic with “humanism” according to Ryn? Do you side with Ryn? Why or why not?
3. Ryn claims that a Westerner ignorant of Aristotle won’t be able to understand Confucius. What evidence does he offer in support of this claim? To what extent are you convinced?
4. How does Ryn challenge the enlightenment view of progress? What reasoning skills does he apply in his argument?
5. Why does Ryn cite Irving Babbitt in his argument? How does citing Babbitt help to support Ryn’s argument?

Essay 2

From Diversity to Pluralism

The Pluralism Project, Harvard University

1. All of America’s diversity, old and new, does not add up to pluralism. “Pluralism” and “diversity” are sometimes used as if they were synonymous, but diversity—splendid, colorful, and perhaps threatening—is not pluralism. Pluralism is the engagement that creates a common society from all that diversity. For example, on the same street in Silver Spring, Maryland are a Vietnamese Catholic church, a Cambodian Buddhist temple, a Ukrainian Orthodox church, a Muslim Community Center, a Hispanic First Church of God, and a Hindu temple. This is certainly diversity, but without any engagement or relationship among the different groups it may not be an instance of pluralism.
2. Pluralism is only one of the possible responses to this new diversity. Some people may feel threatened by diversity, or even hostile to it. Others may

look forward to the day when all differences fade into the landscape of a predominantly Christian culture. For those who welcome the new diversity, creating a workable pluralism will mean engaging people of different faiths and cultures in the creation of a common society. Pluralism is not a "given," but an achievement.

- 3 From a historical perspective, the terms "exclusion," "assimilation," and "pluralism" suggest three different ways Americans have approached this widening cultural and religious diversity. The exclusionist answer to the tumultuous influx of cultural and religious diversity that seemed to threaten the very core of American civilization was to close the door, particularly to "aliens"—whether Asians, Catholics, or Jews. Assimilationists, like those who envisioned America as a "melting pot," invited new immigrants to come, but to leave their differences and particularities behind as quickly as possible. The message was: come and be like us, come and conform to a predominantly Anglo-Protestant culture. For pluralists, like Horace Kallen in the early twentieth century, the American promise to immigrants was: come as you are, with all your differences and particularities, pledged only to the common civic demands of American citizenship. Come and be yourself, contributing in your distinctive way to the "orchestra" of American civilization.
- 4 Today's discussion of America's religious and cultural diversity echoes these voices of the past. America's new religious diversity has produced fault lines, the cracks that indicate deep fractures and divisions. As experienced by immigrant Hindu, Buddhist, Sikh, or Muslim communities, stereotypes and prejudice have taken both old and new forms. There are encounters—at times hostile—over "zoning" and "traffic" as new religious communities move into the neighborhood. Though often legitimate concerns, these also express fear and uncertainty about newcomers in the community. Unfortunately, incidents of vandalism, arson, and even physical violence have also sometimes been directed against these new religious centers and the communities that call them home.
- 5 But America's religious diversity has also produced a new period of bridge-building, as diverse religious communities foster unprecedented relationships with one another. In Omaha, Nebraska Christians, Jews, and Muslims are building a "tri-faith" campus that will include a church, a synagogue, a mosque, and an interfaith community center. Hindu temples and Sikh gurdwaras have gradually joined councils of churches, synagogues, and mosques. The interfaith

infrastructure of America's cities and towns is strengthened with dialogues, congregational partnerships, coalitions to fight hunger and homelessness, and interfaith Thanksgiving services. On school boards, there are productive encounters over religion's proper role in the public schools.

- 6 Today, as in every era, Americans are appropriating anew the meaning of "We, the people of the United States of America..." What does "we" mean in a multi-religious America? How do "we" relate to one another, when that "we" includes Buddhist Americans, like the Hawaiian-born Buddhist astronaut who died on the *Challenger*, Muslim Americans, like a small town Texas mayor, and Sikh Americans, like a research scientist in Fairfax, Virginia? What exactly is pluralism?
- 7 First, pluralism is not the sheer fact of diversity alone, but is active engagement with that diversity. One can be an observer of diversity. One can "celebrate diversity," as the cliché goes. One can be critical of it or threatened by it. But real pluralism requires participation and engagement. Diversity can and often has meant isolation—the creation of virtual ghettos of religions and sub-cultures with little traffic between them. The dynamic of pluralism, however, is one of meeting, exchange, and two-way traffic. Kallen's analogy of the orchestra sounding together may be a good one, but as Kallen was well aware, the symphony remains unfinished. The music of America's cultures, perhaps more like jazz, depends upon having an ear always attuned to the genius of the other players.
- 8 Second, pluralism is more than the mere tolerance of differences; it requires knowledge of them. Tolerance, while certainly important, may be a deceptive virtue by itself, perhaps even standing in the way of engagement. Tolerance does not require people to know anything about one another, and so can let us harbor all the stereotypes and half-truths we want to believe about our neighbors. Tolerance is definitely important, but it does little to remove our ignorance of one another. It is too thin a foundation for a society as religiously diverse and complex as America's.
- 9 Third, pluralism is not simply relativism, but makes room for real and different religious commitments. Some people are wary of the language of pluralism, insisting that it effectively waters down one's own religious beliefs by acknowledging that others believe differently. Some mistakenly think a pluralist perspective assumes that there are no differences among various religious traditions and their values. But actually, the encounter of a pluralist

society is one of genuine commitments and real differences. Pluralism does not require relinquishing the distinctiveness of one's own tradition of faith to reach the "lowest common denominator." In the public square of a pluralist society, commitments are not left at the door, but invited in. People of every faith or of none can be themselves, with all their particularities, while engaging in the creation of a civil society. Pluralism is the process of creating a society through critical and self-critical encounter with one another, acknowledging, rather than hiding, our deepest differences.

10 Fourth, pluralism in America is clearly based on the common ground rules of the First Amendment to the Constitution: "no establishment" of religion and the "free exercise" of religion. The vigorous encounter of a pluralistic society is not premised on achieving agreement on matters of conscience and faith, but on achieving something far more valuable: the relationship of ongoing debate and discussion. *E Pluribus Unum*, "out of many, one," envisions one people, a common sense of a civic "we" but not one religion, one faith, or one conscience: *unum* does not mean uniformity. Perhaps the most valuable common bond people of many faiths have is their mutual commitment to a society based on the give and take of civil dialogue at a common table.

11 Fifth, pluralism requires the nurturing of constructive dialogue to reveal both common understandings and real differences. Not everyone at the "table" will agree with one another; the process of public dialogue will inevitably reveal areas of disagreement as well. Pluralism involves the commitment to be at the table—with one's beliefs. Discovering where these "tables" are in American society and encouraging a climate conducive to dialogue is critically important for the flourishing of a civil society.

12 So where are those public spaces, those "tables" where people of various traditions and beliefs meet in American society? In neighborhoods and community organizations, schools and colleges, legislatures and courts, zoning boards and planning commissions, interfaith councils and coalitions, chaplaincies and hospitals. In every one of these areas of public life, Americans are now facing new questions, new challenges, and new tensions in appropriating a more complex sense of who "we" now are.

13 One of the institutions where a new orientation toward pluralism has been most visible, and for some most controversial, is the Christian church. As the dominant religious tradition of America, the climate of Christian life and thought

unquestionably contributes to both the stunting and nurturing of pluralism. No doubt, the late twentieth and early twenty-first centuries have seen the resurgence of a strong exclusivist Christianity in some churches, some to the point of attacking other traditions. This was the case in 2010 when a Florida pastor made international news by threatening to burn a Qur'an to mark the tenth anniversary of 9/11, an action he carried out in 2011 and 2012.

¹⁴ But there has also been a concurrent re-examination of the relation of Christianity to other world religions that has been strong, positive, and biblically-based. The Roman Catholic Church and most of the major Protestant denominations have given new emphasis to interfaith dialogue as essential to the relation of Christians to people of other faiths. Documents like the Catholic *Nostra Aetate*, the Presbyterian "Interfaith Relations Denominational Principles and Policies," and the United Methodist "Guidelines for Interreligious Partnerships" provide a new sense of direction for Christians seeking to be good neighbors in a multi-religious society. Meanwhile, the National Council of Churches' Interfaith Relations initiative works with member churches, Protestant and Orthodox, as well as with Catholic partners to support interfaith understanding and action. Such emphasis on engagement with Muslims, Jews, Buddhists, Hindus, and others has created among many Christians a climate of commitment to a vibrant and productive pluralism.

ACTIVITY 6

Read the essay critically for its ideas and discuss the following questions in pairs.

1. According to the author, what is the difference between diversity and pluralism?
2. In Paragraph 3, what does the author mean by "Come and be yourself, contributing in your distinctive way to the 'orchestra' of American civilization"?
3. According to the author, "From a historical perspective, the terms 'exclusion,' 'assimilation,' and 'pluralism' suggest three different ways Americans have approached this widening cultural and religious diversity." (Para. 3) Categorize "melting pot" and "salad bowl" mentioned in the Issue Prompt to see whether they fall into one of the three ways and explain why.
4. "Pluralism does not require relinquishing the distinctiveness of one's own tradition of faith to reach the 'lowest common denominator.'" (Para. 9) What does the "lowest common denominator" probably mean?

5. In the Issue Prompt, “cultural pluralism” is put in the parentheses after multiculturalism, indicating that it is a synonym. Examine the definition of multiculturalism carefully. Is it the same as “pluralism” in this essay?

ACTIVITY 7

Read the essay, critically considering its writing techniques, and discuss the following questions in groups.

1. “Kallen’s analogy of the orchestra sounding together may be a good one, but as Kallen was well aware, the symphony remains unfinished.” (Para. 7) Please refer to Paragraph 3 and explain what Kallen’s analogy of the orchestra means. What does “the symphony remains unfinished” mean? What type of support does the author use here?
2. “The music of America’s cultures, perhaps more like jazz, depends upon having an ear always attuned to the genius of the other players.” (Para. 7) Do some research on jazz and explain what claim this statement might support in this context.
3. Read the last paragraph of the essay and identify the mode of reasoning used to support the claim.
4. Identify hedging language in this essay and explain why hedging language is used in these contexts.

Part IV Language Study

Use of Hedging Language (II)

As discussed in Unit 5, hedging language is used in academic writing and other types of writing where the level of certainty of some claims should be toned down. This unit introduces four types of hedging language: modal auxiliary verbs, probability adjectives and adverbs, frequency adverbs, and certain introductory verbs.

Modal auxiliary verbs

A wide range of words and phrases can be used in hedging. Modal auxiliary verbs, such as “can,” “could,” “may,” “might,” “should,” “would,” deal with degrees of possibility. Some of these words are used in the examples in Unit 5. Here is another example:

- In interpersonal communication scenarios such as a job interview, a bad accent may contribute to the immediate formation of bias on the part of interviewers against the interviewee.

Probability adjectives and adverbs

We use adjectives and adverbs of probability to show our certainty about something. The most frequently used adjectives of probability are:

- possible, clear, obvious, likely, unlikely, apparent, obvious

The most frequently used adverbials of probability are:

- maybe, possibly, clearly, obviously, perhaps, probably, practically, likely, unlikely, presumably, virtually, apparently, conceivably, seemingly

In academic writing, as differentiated from colloquial language, probability adverbs need to be placed appropriately. For example, “maybe” and “perhaps” are usually placed at the beginning of the clause:

- Perhaps the weather will be fine.
- Maybe it will not rain.

Other adverbs of possibility are usually placed in front of the main verb in

academic English. This differs from their placement in informal English where adverbs often occur as clauses at the beginning or end of the sentence.

- He is certainly coming to the party.
- This group is seemingly the biggest one. Possibly, we will come to England next year.

An important note to add here is that adverbs of possibility are placed in front of the main verb in academic English, but they follow forms of the verb “to be,” such as “am,” “is,” “are,” “was,” “were”:

- They are definitely at home.
- She was obviously very surprised.

Adverbs of frequency

We use adverbs of frequency to show the frequency of an occurrence or action. The most frequently used adverbs of frequency are: generally, occasionally, often, seldom, in general, as a rule, usually, at times, not always. Here are some examples:

- Programs intended to improve nutrition often fall short of expectations.

“Often” in this usage indicates that programs designed to improve nutrition frequently do not meet expectations.

- In general men are more likely to report eating meat and poultry items and women are more likely to report eating fruits and vegetables.

In the sentence above, “in general” suggests that in most cases, men and women have the dietary habits described in the sentence, but not in all cases.

Certain introductory verbs

These introductory verbs are often used in hedging language to introduce a topic/claim that we want to treat with caution. Commonly used introductory verbs are: seem, tend, look like, appear to be, think, believe, doubt, indicate, suggest, etc. Consider the following examples.

- He suggests that animals become old because, if they did not, there could be no successive replacement of individuals and hence no evolution.
- Results of that study indicate that petroleum consumption by automobiles may be the biggest source of air pollution in L.A.
- Statistical analysis in this research project indicates that women are more likely than men to enjoy having conversations with their friends.
- In winter, cities in Northern China tend to suffer more severe air pollution than their southern counterparts due to the burning of coal in the central heating systems of most Northern Chinese cities.

ACTIVITY 8



Identify the hedging expressions in the following sentences. Omit them and see how the messages of the original sentences change.

1. The nurses are likely to notice that, in January, this patient weighed 50kg for 10 days. This virus, when found in a human body, often indicates serious infection and inflammation.
2. Studies have shown that a week or 10 days may not be long enough for a retreat; a fortnight to three weeks is probably the best length.
3. Conceivably, different forms of feminist groups were present in different areas.
4. One possibility is that cancer cells are more likely to grow rapidly in the bodies of those with a weak immune system.
5. Those who surf the Internet for more than 10 hours a day seem to have less interest in reading books in printed form.
6. Children who grow up watching TV for more than two hours a day for more than two years are likely to be passive learners when they go to school.
7. More than 10 studies in developmental psychology suggest that, compared with children who grow up in families where parents use negative language, children who grow up in families where parents use positive language tend to be more self-confident and more healthy both mentally and physically.

ACTIVITY 9



Rewrite the following assertive statements using probability adjectives/adverbs, adverbs of frequency, or introductory verbs to tone down their levels of certainty.

1. The weather this year is the hottest in this century.
2. Women long for emotional support more than men do.
3. Research has shown that students who sit closer to the instructor in class have a better understanding of lectures.
4. It is difficult to successfully keep track of all the participants in longitudinal studies in education.
5. To each toddler, his/her mother is the most important person in the world.
6. Salary is the No. 1 factor when college graduates decide whether to accept an offer from an employer.
7. Research on longevity proves that those with a healthy diet and a positive attitude live longer.
8. Recent studies in sociolinguistics show that one's accent when speaking English shapes listeners' perceptions of the speaker's social status.

Writing Assignment 2

Write the final draft of your essay based on the feedback you received from peer evaluation and your instructor, and be prepared to submit it. The final draft may be your second, third or even fourth or fifth draft for some of you. Work on the drafts using the following checklist.

Checklist

Mark the question with a check (✓) if your answer is yes.

- Have I read extensively about the issue I explored in the essay?
- Is it controversial and debatable?
- Is my claim carefully phrased?
- Is my claim supported with effective reasoning?
- Have I effectively addressed the opposition?
- Are there logical fallacies in my paper?

- Have I avoided logical fallacies in my paper? If I did, is my use of logic effective?
- Is my language concise and precise enough?
- Have I used hedging language in my paper?
- Is my use of hedging language effective?

Reflective Journal

Please write down your reflections upon what you have/have not yet learned in this unit:

- ▶ Issues I have investigated

- ▶ Writing knowledge and skills I have acquired and developed

- ▶ Critical thinking and intercultural competence I have cultivated

- ▶ Language I have studied

- ▶ Anything I wish to explore further (i.e., puzzles and difficulties)

7

Gender Differences and Equality

How to Evaluate Evidence



“ It is time that we all see gender as a spectrum instead of two sets of opposing ideals. **”**

—Emma Watson

“ Women hold up half the sky. **”**

—Mao Zedong



Objectives

Writing Skills

- ▶ Identify and distinguish different types of evidence
- ▶ Determine whether the evidence is strong and adequate
- ▶ Select and use relevant, strong and adequate evidence

Language Study

- ▶ Identify different figures of speech
- ▶ Distinguish metaphor, parallelism, and irony
- ▶ Evaluate their respective functions and/or implications in argumentative writing

Critical Thinking

- ▶ Identify and interpret different perspectives on the issue of gender differences and equality
- ▶ Analyze and evaluate claims regarding gender differences and equality
- ▶ Explore possible ways to ensure gender equality

Intercultural Competence

- ▶ Compare and contrast the characteristics of gender inequality in different cultures
- ▶ Explain the cultural reasons for gender inequality in different cultures

Part I Exploring the Main Issue

Pre-class Reading and Research

1. Do preliminary reading and research on the issue of gender differences and equality/inequality related to the following questions.
 - 1) Do you think there are inherent differences that distinguish women from men? If yes, what are the differences? If not, give your reasons.
 - 2) What counts as gender inequality? Have you experienced, heard of, or read about any instances of gender inequality? Recount such a story from your own experience or your reading and research, and try to explain the underlying reasons for the incident.
2. Consider possible reasons for gender inequality in different countries at various times. Compare the reasons for gender inequality in ancient China, Victorian England, and Islamic countries. Share your thoughts with your partner.
3. Work in groups of four and do thorough preparation for a class presentation on your reading, thinking, and research findings.

Issue Prompt

What is the underlying reason for gender inequality?

Gender inequality is one of the great puzzles of modern society. We have largely discarded the belief that it is necessary or fair for women to have a lower status than men. We have tried to extinguish practices that would treat women differently. We have created programs meant to help women overcome their historical disadvantages and “catch up” with men who enjoy more privileged identities. Despite all this, gender inequality lives on.

Why have women had a lower status than men? Why have men had more power and more opportunities? If we are doing our best to get rid of the practices that used to enforce the lower status of women, why doesn’t equality bloom?

At first glance, explaining this inequality may seem easy. On investigating more deeply, it can begin to seem impossible.

When asked, people favoring equality typically answer that men have denied women

the chance to do better, that women's child rearing responsibilities have held them back, that men have exploited women, that the law favored men, that war made men rulers, or other similar explanations. When pushed further, asked why these imputed causal conditions exist, people usually fall back on a catalogue of apparent differences between women and men, differences that add up to women being morally superior but vulnerable to the exploitative, dominating nature of men. Those who still believe in distinctive roles for women and men find solace in biological explanations, suggesting that men and women each do what fits their nature.

Traditionalists and feminists have both perceived ample evidence in the world around us to support their visions of women's place. While they perceive themselves as presenting opposing causal arguments, these two sides often differ more in their moral judgments than their causal understandings. Both claim the key is found in the differences between women and men. The traditionalists argue women lack the good qualities that put men on top; the feminists counter that women lack the bad qualities that let men take the superior position.

Is this, ultimately, all we can say? Are women and men simply different? Do men as individuals systematically have a strategic advantage over women because they are stronger, do not bear children, have a greater desire to dominate, are more prone to violence, and are less constrained by emotional and moral sensibilities characteristic of women?

This seems to be giving up the search for answers. We know that women and men differ biologically and that they are socially unequal. Both circumstances might cause women and men to be regarded differently. But the chains of causality are complex and illusive.

Or, alternatively, should we join those who seem content to live with a multiplicity of answers, implicitly suggesting that many conditions contribute to gender inequality and we should use whatever explanation happens to fit the specific problem being considered.

Yet this approach is also unsettling. Gender inequality has occurred in all societies known to history despite their extraordinary variations in culture and structure. The degree and specific form of gender inequality have varied greatly, but everywhere women's status has been secondary to men. It defies logic, theory, and common sense to suggest that we cannot attribute women's universal subordination to some reasonably small number of causes that have operated everywhere. It seems likely that gender inequality reflects a consistent set of causal processes and possibilities.

4. In groups of four, discuss the following questions and write your responses or thoughts on the following blank lines.

- 1) What possible reasons for gender inequality are considered in the above excerpt?
- 2) Do you think the reasoning is convincing? If not, what do you think is problematic about it?

3) What argument would you make about the reasons for gender inequality? How would you support your argument?

Possible reasons considered: _____

Your argument and reasoning to support it: _____

Part II Learning the Skills

How to Evaluate Evidence

■ Varieties of evidence

As we have learned in Unit 3, for an argument to be logically convincing, our claims need to be supported by evidence. Evidence refers to anything that the author uses to support his/her premises and claims. As previously stated, evidence comes in many forms, but in general, we can speak of four main categories, namely, **facts**, **statistics**, **authoritative testimony** and **personal experiences** (also known as anecdotes or examples). Please review Unit 3 for the definitions of these categories of evidence.

Let us examine the following excerpts as examples of different types of evidence.

Facts

It is evident that the equality of men and women is paid mere lip service, in Singapore at any rate.

One may ask why men in Singapore are required to go through national service whilst women do not have to. Another will say it is because it is men's duty to protect the nation while women do not have the strength to do so. "Women contribute to society in other ways," the government says. Men of

Singapore are forced by the law to endure two years of national service while women can in these two years further their education and even begin their careers. Men in this way are disadvantaged, as they lose two years of their lives engaged in national service. It is unfair to say that since men are supposed to be stronger physically, they have to undergo national service.

—an unidentified author

First, the author puts forward his/her claim that there is no equality between men and women in Singapore. Then, s/he uses an example to illustrate his/her point, the example being that men in Singapore are required to undergo two years of national service while women do not have to, which is the fact in Singapore as required by law. Next, s/he argues that it is unfair to men because they are disadvantaged in this way. Therefore, the reader may conclude that men and women are not treated equally in Singapore.

Let us look at another example in which Denice Denton uses fact as evidence to refute a claim.

As has been widely reported, Harvard President Summers stated that there is an absence of women in high-powered jobs in the sciences. There is evidence to the contrary.

In fact, myriad women are at the top in their fields. Examples: the Nobel Prize in Physiology and Medicine this year went to Dr. Linda Buck of the Fred Hutchinson Cancer Research Center and the University of Washington; as of next month, four of the ten campuses of the University of California system will be led by women scientists.

—Denice Denton

In this excerpt, Denton argues against the point made by Harvard President Lawrence Summers stating that women in leading positions in the sciences are rare. She points out that there is “evidence to the contrary.” Then she gives two specific examples to illustrate that many “women are at the top in their fields.” By using verifiable facts, Denton makes a forceful and convincing argument refuting President Summers’ point and supporting her own claim simultaneously.

Statistics

Although we have a long way to travel in terms of recruiting, retaining, and promoting women faculty in scientific and engineering fields, we can also point to significant progress. According to the National Science Foundation, almost no doctoral degrees in engineering were awarded to women in 1966 (0.3 percent), in contrast to 16.9 percent in 2001. And in the biological and

agricultural sciences, the number of doctorates earned by women rose from 12 percent to 43.5 percent between 1966 and 2001.

Our three campuses, and many others, are home to growing numbers of women who have demonstrated not only extraordinary innate ability, but the kinds of creativity, determination, perceptiveness, and hard work that are prerequisites for success in science and engineering.

These figures demonstrate the expanding presence of women in disciplines that have not, historically, been friendly to them. It is a matter of vital concern that the future holds even greater opportunities.

—John Hennessey, Susan Hockfield and Shirley Tilghman

First, the authors put forward their claim that significant progress has been made in the number of women faculty in science and engineering fields. Then, they cite specific data/statistics from the National Science Foundation to illustrate that the number of women awarded doctorates rose significantly in engineering (from 0.3% in 1966 to 16.9% in 2001) and biological and agricultural sciences (from 12% in 1966 to 43.5% in 2001). In the second paragraph, the authors point out that the number of women who excel in science and engineering is growing in many universities. From these figures they reach the conclusion that more and more women are now studying or working in science and engineering disciplines.

Authoritative testimony

The burdens of pregnancy and childbirth fall upon women but never upon men. So only with access to abortion can women be truly equal and able to determine the course of their lives.

President Barack Obama has said, in the context of supporting abortion, “[W]e must... ensure that our daughters have the same rights, freedoms and opportunities as our sons to fulfill their dreams.” U.S. Supreme Court Justice Ruth Bader Ginsburg and others contend that the alleged constitutional right to abortion should be grounded in the Equal Protection Clause of the Fourteenth Amendment (“no state shall... deny to any person within its jurisdiction the equal protection of the laws”) rather than in the Due Process Clause (as the Court in *Roe v. Wade* asserted). Equality under the law requires abortion access.

—Paul Stark

In this excerpt, Paul Stark first puts forward his claim that women should have access to abortion. Then he quotes President Barack Obama and U.S. Supreme Court Justice Ruth Bader Ginsburg to support his point of view. These two figures

have the expertise to provide authoritative testimony because President Obama has education and experience as a constitutional lawyer and Supreme Court justices are considered uniquely qualified to deal with constitutional issues. They argue respectively that, in order to have equal opportunities with men, women must have the right to abortion, and that this right should be supported by the Equal Protection Clause of the Fourteenth Amendment, rather than the Due Process Clause. By citing these authoritative people and their opinions, Stark appears to have made a strong argument for his position that women have the right to abortion.

Personal experiences

I agree that expectations and treatment can really affect girls/women in math and science. When I applied to go to MIT, the head of my school asked why I was applying since I wasn't "mathematically and scientifically minded"—even though I was salutatorian and acing all the AP-level math and science classes. As an undergraduate in aerospace engineering, my ideas weren't taken seriously by the males in my senior design group until one of the guys would mention the same idea, then it was considered a great idea. I've persevered in the sciences—I'm now in environmental engineering which has a lot more women than other engineering fields—but it's been frustrating. Until we can break that myth that women aren't as good at math and science—and instill that in children (especially boys) as they are growing up—I don't see the problem getting any better.

—an unidentified speaker

In this excerpt, the speaker first expresses her agreement (with another speaker) that girls are influenced by traditional attitudes and treatment, especially in the field of math and science. Then she uses her personal experience to illustrate her point: her decision to apply to MIT was questioned; her ideas were not taken seriously by males; she has persevered in the field of sciences but the experience has been frustrating. Finally, she concludes that the problem will remain unless we challenge the misconception that women are inferior to men at math and science.

ACTIVITY 1



Read the following passages carefully. Identify the claim made in each passage and the types of evidence used to support the claim. Then, in groups of four, compare your answers and discuss any disagreements.

1. Moreover, another issue that negates the equality of men and women in Singapore is caning. Under the corporal punishment law, men between the ages of sixteen and fifty

are to be caned if they break the law, while women can be spared the rod even if they commit the same crime. Schoolgirls are excused from public caning in school, while schoolboys of the same age have to endure the pain of being caned. Although the medical field has provided evidence that women are physically weaker than men, if a man and a woman have committed the same crime, shouldn't they receive the same punishment? Thus, this further argument shows once again that, in Singapore, mere lip service is paid to the equality of men and women.

Claim: _____

Types of evidence: _____

2. The government has done nothing to improve the situation of a complete reversal of gender roles and instead, they have been encouraging the unfairness of this system. Another issue is the hair length of men and women. Men having long hair has been accepted in our society, and long hair has also been regarded as a fashionable style. However, obviously the government still does not take this stand. According to the Ministry of Education, all students from most, if not all primary, secondary and junior colleges, must keep their hair cut to "acceptable" lengths. "Acceptable" lengths refers to boys having short hair not touching the collar of their school uniforms while girls are allowed to keep their long hair as long as it is tied up. Clearly, boys do not have the same privilege as girls in schools, and the government is only paying lip service to this issue of gender equality.

Claim: _____

Types of evidence: _____

3. I would argue that, in the United States, we are gradually getting closer to gender equality. We are still not there yet, but we are getting closer.

On the public level, it is no longer unthinkable that a woman might become President of the United States. Sarah Palin was once selected as Vice President and Hillary Clinton is currently running for President. Many states (even conservative ones like South Carolina) have female governors.

On the personal level, women are going to college and working to the same extent that men do. In my own family, my wife is the main breadwinner and I have worked part-time since becoming a stay-at-home dad with the birth of our first child. This would have been almost impossible in my parents' generation.

Claim: _____

Types of evidence: _____

4. Fourth, women do not need abortion to achieve social equality and career success. This has never been more obvious, and suggesting otherwise has never seemed more offensive. “Why is it that we assume women are incapable of dealing with the adversity of an unwanted pregnancy by any other means than that of destroying life? Is this a flattering view of women?” asked Janet E. Smith, a professor in moral theology, in her 1978 essay “Abortion as a Feminist Concern.” “In this day of unparalleled opportunities for women, when women pride themselves on their ability to fend for themselves, when many agencies are designed for helping women in distress—why do we assume that women who become pregnant when inconvenient for them are not resourceful enough to find a way to nourish the life they have conceived?”

Claim: _____

Types of evidence: _____

5. Perhaps surprisingly, the concentration of men and women in sex-typical work does not vary much by race and ethnicity. For example, in 1993, the average percentage of females in the occupations traditionally held by women was 65% for white women, 66% for African American women, and 67% for Latinas; these differences were not statistically significant. Nor did the difference between the percentage of females in the occupations traditionally held by men differ significantly across the three race/ethnic groups. Thus, although there is substantial race segregation, such that black women and Latinas are often in different, less skilled, and less well-rewarded jobs than white women, the concentration in gendered jobs does not vary much by race.

Claim: _____

Types of evidence: _____

Evaluating the evidence

As readers, we should not take evidence at face value. Rather, we should evaluate it critically, assess whether or not it is believable, and judge whether or not it really makes the case. In the same way, as authors, we should evaluate evidence we use in our writing to make sure it really supports our claims. The following are typical questions that we should ask ourselves when evaluating evidence:

- **Is the evidence adequate and representative?**
 - a) Is there enough evidence? There should be a number of examples, so that we can see a trend. We should use a variety of evidence for the purpose of triangulation.
 - b) Is the example representative, or is it a rare exception?
- **Is the evidence accurate?**
 - a) Is the evidence true to the facts?
 - b) As you look closely at the evidence, do you see any flaws in it?
- **Is the evidence relevant?**
 - a) Does the evidence really fit the situation that is being argued?
 - b) Has the evidence been taken out of context?
- **Is the source of the evidence credible?**
 - a) Is the source of the statistics or facts named?
 - b) What kinds of credentials (degrees, professional affiliations, employment, and experience) does the expert have?
 - c) Is the source a professional, peer-reviewed journal?
 - d) If the evidence is from a website, who is the owner/author of the website?
 - e) If the evidence is from a scientific study, who commissioned the study? (e.g. a study on health care reform commissioned by the insurance industry would need to be examined very carefully)
 - f) Do other credible sources refer to this source?

Generally speaking, the most credible sources will be written by individuals working for academic institutions, appearing in a peer-reviewed professional journal, or published by a university press. The more one gets to know about a subject, the more one works with sources related to this subject, the more effectively one will be able to judge the credibility of the evidence.

ACTIVITY 2

Examine the passages in Activity 1 again and evaluate the evidence in each passage in terms of its adequacy, accuracy, relevance and credibility. Apart from saying “Yes,” “No,” “Not quite,” or “Hard to tell,” give reasons for your answers. Compare your answers with those of your partner’s and discuss the reasons for your answers.

Passage	Evidence	Adequacy	Accuracy	Relevance	Credibility
1					
2					
3					
4					
5					

ACTIVITY 3

The following table presents data from the United Nations Development Programme’s (UNDP) Gender Inequality Index (GII) for China in 2011 and 2013 and for the U.K. and the USA in 2013. Examine the data carefully and complete the following tasks.

The United Nations Development Programme’s Gender Inequality Index (GII)

Indicators	China 2011	China 2013	U.K. 2013	USA 2013
Gender Inequality Index	—	0.202	0.193	0.262
International ranking	35	37	35	47
Maternal mortality ratio (deaths per 100,000 live births)	38	32	8	28
Adolescent birth rate (births per 1,000 women aged 15–19)	—	8.6	25.8	31.0
Share of seats in parliament (% held by women)	21.3	23.4	22.6	18.2
Population with at least some secondary education, female (% of ages 25 and older)	54.8	58.7	99.8	95.1
Population with at least some secondary education, male (% of ages 25 and older)	70.4	71.9	99.9	94.8
Labor force participation rate, female (% of ages 15 and older)	67.4	63.9	55.7	56.3
Labor force participation rate, male (% of ages 15 and older)	79.7	78.3	68.7	69.9

1. Compare the data for China (the first two columns) and the data for the three countries in 2013 (the last three columns), and decide whether you agree or disagree with the following statements.
 - 1) In general, China has made progress in terms of gender equality over the years.
 - 2) Compared with the situation in the USA and the U.K., gender inequality in China is relatively low.
2. Work individually or in groups of four. Choose one of the two statements as the topic sentence, or write your own topic sentence, and develop it into a paragraph using the data in the table.

Writing Assignment 1

Write the first draft of your essay in which you argue for or against a topic using what you have learned so far about an argumentative essay. The following prompts may give you ideas for appropriate topics relevant to the issue explored in this unit. Choose a specific topic, make a relevant claim and argue for or against it, using adequate evidence to support your claim. Please do not restrict your choice of topic to the prompts listed below.

Prompts

- Virginia Woolf states in her essay “Professions for Women,” “Even when the path is nominally open—when there is nothing to prevent a woman from being a doctor, a lawyer, a civil servant—there are many phantoms and obstacles... looming in her way.” Do you agree with her? If yes, choose a specific profession in China, describe it, and try to explain the “many phantoms and obstacles” in the way for women who pursue it. Or make a case for an opposing view—that women in China no longer experience the problems described by Woolf in 1931.
- “Research in biology and neuroscience has found that men and women are inherently different; therefore they should be treated differently.” Do you agree with this proposition? Why or why not?
- The Equal Pay Act in the United States prohibits employers and unions from paying different wages based on the employee’s sex. Despite the existence of this law, American women tend to be paid less in reality than men with similar credentials. Explore the reasons for gender inequality in the United States. What

do you think should be done and why?

- Traditionally, a married woman stays at home and takes care of the family. In modern society, if a woman is a wife and/or mother, she will, on average, continue to take responsibility for the home and the family in addition to her paid employment. Some people think such “double shifts” are too much for women and call for a return to women’s traditional roles at home. Do you support such a proposition? Why or why not?
- In a speech in 2005, Harvard President Lawrence Summers remarked on the underrepresentation of women in the sciences and engineering. One of the reasons he suggested (though did not state explicitly) is that women have less intrinsic aptitude for mathematics and science. His comments generated extensive debate and discussion. How would you respond to Summers’ implication?

Part III Case Analysis

Essay 1

Gender Inequality and Gender Differences

Polite Ire

1 The supposed “fundamental” differences between the sexes have historically been used as an argument against equal rights, notably in the opposition to women’s suffrage. In the early 20th century, this opposition was supported by the science of phrenology¹, later discredited and its conclusions found to be false and based upon prejudice. More recently neuro-scientific researchers have claimed that essential differences between the male and female brain have been uncovered, “evidenced” by neuro-imaging that suggests differing brain structures. However, this research is not as clear-cut as it may first appear; no participant of a study can be isolated from the effects of socialisation, and as

¹ the detailed study of the shape and size of the cranium as a supposed indication of character and mental abilities 颅相学

such each supposed "essential" difference may in fact be a result of socialisation. There has also been no conclusive evidence found; the methodology is often flawed, the samples small, and the imaging yet to be properly understood. The widely held belief that male and female brains function in different ways is based upon the conclusions of a small minority of studies, conclusions that are damningly dismissed by meta-analyses. The neuro-imaging "evidence" of differently gendered brains may then, in the future, be shown to be similarly laden with prejudice, skewed by societal expectations, as was the case with phrenology.

- 2 Where socio-biologists have relied upon the notion of a universal, innate, human nature, a nature that includes gender divisions, they have faced criticism for the inability for this "universal" to be universally applied; for example, while all human societies include a division of labour by sex, these divisions are varied, the social structures changing the form, rigidity and cultural meaning of such divisions. This section will consider how gender is socially constructed, and what effect this has upon the experiences of men and women.
- 3 Our society is patriarchal, that is, it is generally controlled or dominated by men. Our institutions, our traditions, our everyday lives, are filled with examples of men in positions of authority over women. When a baby is born, s/he takes her/his father's surname. When one marries, tradition holds that a father gives away his daughter to become the wife of a man whose name she shall adopt. Until very recently (and as is often still the case), it is the man in a relationship who holds financial control, and the woman who takes the (unpaid) responsibility for the home and the children. When a woman goes out to work she earns, on average, substantially less than her equivalent male colleagues (despite legislation banning this), is less likely to receive a promotion, and is likely to receive a smaller pension. If a woman is a wife and/or mother, she will also, on average, continue to take responsibility for the home and the family in addition to her paid employment (the infamous "second shift"). The decisions made on our behalf by representatives in unions, councils, and governments are made predominantly by men. Despite the now higher proportion of female law graduates to their male counterparts, our legal system remains dominated by men. Equality legislation has not resulted in equality. Why should this be the case?
- 4 Cordelia Fine, in her book *Delusions of Gender*, argues that associational learning is key to our socialisation, a process that includes the internalisation of gender roles and can account for the apparent differences between men

and women. Beginning at infancy, our young malleable brains are subjected to pressures to conform to gender norms deemed appropriate for our sex. Thus, to take the obvious examples, girls are surrounded by pink and boys with blue; girls are given toys that will allow them to imitate the life of a traditional wife and mother (e.g. dolls and play-kitchens), and boys that of a traditional working man (tools, building blocks, etc.). While in recent years many parents will attempt to reject these for more “gender-neutral” parenting, society as a whole will ensure that a child will soon become aware of what is “normal” for a girl and how that differs from what is “normal” for a boy. Violation of these norms has violent consequences in bullying, harassment, depression and suicide, as demonstrated by a speech given by Texan politician, Joel Burns.

5 Our associations also affect how we interact with children of different genders, and thus how they are socialised into conforming to gender roles. Crucially, this process is “pre-cognitive,” i.e. independent of our opinions or rational judgement. Male babies are talked to, held, and comforted less than female babies. An adult who believes a child to be a boy will judge it to be more independent and active than if the adult believes the same child to be a girl. This raises the issue of gender binaries. If I were to describe two people, one as “ambitious, sporting, and competitive” and another as “empathetic, communicative and caring,” it is obvious which gender would be automatically assigned to each description. And yet, we are all aware that people are far more complicated and contradictory than such binaries would allow. These implicit associations of behaviours and personality traits, divided along gendered lines, give us an underlying social reason for our unequal society, as will now be explored. However, as will also be seen, change is not as simple as rejecting these associations.

6 Research has shown that without the awareness, intention or control of an individual, the perception of a connection between subjects and behaviours are reinforced by their repetition. This is not simply a matter of affecting opinion but of having a real effect upon behaviours and ability. For example, research has shown that when gender is made salient, people perform according to the stereotypical ability of their gender (e.g. women less capable at maths, men less capable at empathy)—however, when gender is not mentioned, there is no such correlation in performance. The subconscious nature of this compliance to a norm demonstrates that while individuals may consciously reject gender roles, their subconscious continues to unknowingly make gendered associations and behave in gender “appropriate” ways.

7 These associations, implicit in our society, have deep implications when it comes to gender equality. Though discrimination according to gender is not permitted legally, in reality it is much harder to avoid. Research has demonstrated that when equally qualified men and women apply for identical jobs, the gender association of the vacancy is a key factor in determining who will be successful: women, therefore, are at a disadvantage in many areas of employment from the outset, as the attributes of a successful worker are typically seen as masculine (ambitious, competitive, independent, dominant, etc.)—while a woman may be perfectly suited to the role in question, her talents are far less likely to be recognised than they would be in a man. Such discrimination does not seem to affect men when the situation is reversed; men who work in traditionally female jobs (nursing, teaching, etc.) are more likely to be favoured for promotion, the societal association of men in positions of authority clearing the path for them to progress in their field. The pervasive nature of these associations is apparent from a young age:

Where eleven- to twelve-year-old children are shown pictures of men and women performing unfamiliar jobs, they rate as more difficult, better paid and more important those occupations that happen to be performed by men.

8 Therefore, the expectation implicit in liberal feminist theory—that equal access to education and employment based upon merit will lead to gender equality—is inherently flawed, as it does not account for the failure of legislation that has, in theory, permitted women to achieve the same status as men. Socialisation trumps legislation. (Sometimes the facade of equality falls away even in this, as David Cameron’s suggestion that there should be more women on boards of directors because they “cost less” serves to demonstrate.)

9 It is important to recognise that the effects of a patriarchal society are not limited to women, but to people as a whole, distorting the complex and malleable nature of individuals and presenting them as binary and definitive. While it may be difficult for a woman to gain acceptance in a high-status professional role, it is equally true that a man who wishes to look after his children full time may meet equivalent challenges.

...

ACTIVITY 4

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What does Polite Ire think about brain imaging studies? Can such studies provide evidence for the existence of essential differences between men and women? Why or why not?
2. According to Ire, what accounts for the differences between men and women?
3. How is gender socially constructed? What effects does socialization have upon men and women?
4. What leads to gender discrimination or gender inequality according to Ire? Why is it difficult to ensure gender equality through legislation?
5. Ire argues, “It is important to recognise that the effects of a patriarchal society are not limited to women, but to people as a whole, distorting the complex and malleable nature of individuals and presenting them as binary and definitive.” (Para. 9) In the quote at the beginning of this unit, Emma Watson asserts, “It is time that we all see gender as a spectrum instead of two sets of opposing ideals.” Do you agree or disagree with their views? Why?
6. What do you think we can or should do in order to ensure gender equality?

ACTIVITY 5

Read the essay, critically considering its writing techniques, and discuss the following questions in groups of three or four.

1. What is Ire's main claim?
2. What evidence is provided to support the claim? Identify different types of evidence used in this essay. You may want to use markers of different colors to highlight different types of evidence.
3. Is the evidence valid and effective? Examine each piece of evidence and determine whether it is adequate, accurate, relevant, and credible.
4. Can you think of other evidence to further support the claim? Can you propose a counterargument?

Essay 2

The Importance of Gender Equality

Andre Sinaga

- 1 An article on June 19 in *The Jakarta Post* noted that women's groups had opposed moves from the government to release a bill which aimed at guaranteeing equal rights between both genders.
- 2 Their opposition was partly due to complaints that the bill would allow same-sex marriage, marriage between adults and minors, and other issues, due to a lack of details on how to specifically empower women and achieve gender equality.
- 3 As with any issue, a new regulation enacted by the government aimed at tackling this issue must be specific in its design. This ensures that the regulation is only concerned with the particular issue at hand, eliminating any source of confusion or loopholes for other issues. Therefore, the government must carefully reexamine any bill which is aimed at creating a more gender-equal society.
- 4 But why is gender equality an issue in the first place? What exactly does it mean to have gender equality?
- 5 For many Indonesians, men and women alike, notions of gender equality run counter to the traditional division of labor whereby husbands are the breadwinners and wives take care of things at home. Indeed, this is the principal charge laid against the gender equality bill. This division of labor has become ingrained as a result of cultural and religious beliefs and is visibly practiced in the rest of Asia.
- 6 This division, however, reduces the possibility for women to be exposed to the same opportunities as men. With a future of domestic work already laid out, it discourages and may even form a direct barrier for women in pursuing skills necessary for any employment outside the home. Economic dependency is thus formed between the man and the woman, leaving the woman in a highly precarious situation should relations with the man be anything less than amicable or if an unfortunate tragedy occurs.
- 7 One can observe the resulting economic disparity as a result of this division of labor in Indonesia. Data from the 2011 Global Gender Gap Report indicated that only 53% of women were participating in the labor force compared to 87%

of men. In addition, the estimated average earned income for men was US\$5,915 but only US\$2,487 for women. To put this into perspective, Indonesia's annual gross domestic product (GDP) per capita (an estimate of the average income per person) is US\$4,003, showing that women earn far less than the national average.

⁸ Inequality also exists in wages for similar jobs. The report gave the number 0.67 to highlight the gap between male and female wages (the number 1 indicates perfect equality).

⁹ Furthermore, just 22% of legislators, senior officials, and managers are women, while only 18% of the seats in the House of Representatives are held by women. Finally, 95% of Indonesian men are literate compared with 89% of women.

¹⁰ Economic and social inequality, thus, exists between men and women; inequality entrenched through the traditional division of labor. While this article is not alleging that all women would want to pursue paths other than domestic work should the division be eliminated, it may indeed be the case that some women would be interested in pursuing other career or non-career opportunities.

¹¹ This is the definition of gender equality: equal exposure for men and women to the same opportunities. Looked at in this way, gender equality does not suppose that managerial posts in the office will be split evenly between men and women. Rather, both males and females, throughout their life journeys, are given equal exposure to the same opportunities.

¹² Equal exposure is, of course, an arbitrary judgment and how one quantifies merits a whole book in itself. For the purposes of this article, equal exposure can be defined in three ways.

¹³ First, both men and women are taught the same curriculum at school. To Indonesia's credit, a near perfect equality in school enrollment between girls and boys exists. In order to make gender equality more effective, however, subjects traditionally only taught to females, such as sewing or home economics, should not be mandatory but should be made available as electives for both genders. The curriculum should not mold students along specific paths but rather expose them to a myriad of different opportunities.

¹⁴ Second, equal pay for similar or the same work must be rigorously enforced by the state through regulatory bodies. Any disparity in wages due to gender is unfair and suggests that a woman is unable to do the same work as effectively as a man. Hence, equal pay would promote greater respect among coworkers of both genders. It would also encourage greater female participation in the workplace as they would

now receive the same benefits as men. This also broadens the pool of future stars, as the female factory worker today may become the plant manager of tomorrow. One can observe the tremendous macroeconomic gains to be made from gender equality.

15 Third, affirmative action policies in favor of women should be slowly reduced as the first two factors above become increasingly common. As women are given more equal exposure to the same opportunities, the state should eliminate affirmative action policies since they are no longer necessary. This would eliminate any backlash from groups who claim that the rise of women in the labor force is due to mitigating circumstances. It would also validate the credibility of women and show that the traditional division of labor should not be ingrained and that rather, women should be given the same opportunities as men to pursue their own futures.

16 The above points are not an argument against the traditional division of labor. On the contrary, the aim of this article is to show that the traditional division of labor has the effect of disadvantaging women as measured through economics. It should be the aim of the state to provide equal exposure to the same opportunities for all and, hence, rules and regulations should favor creating a more gender-equal society.

ACTIVITY 6

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What is the reality in Indonesia in terms of social and economic equality between men and women?
2. According to Andre Sinaga, what factors have contributed to such a reality?
3. How does Sinaga define gender equality? What does “equal exposure for men and women to the same opportunities” (Para. 11) entail in her opinion?
4. What do you think of the three ways of defining equal exposure proposed by Sinaga? Do you believe that implementing these measures would ensure gender equality? What else do you think should be done to ensure gender equality?
5. Relate the issue of gender equality/inequality to the situation in China. Can Sinaga’s argument about the division of labor and her proposition about equal exposure be applied in the Chinese context? Why or why not?

ACTIVITY 7



Read the essay, critically considering its writing techniques, and discuss the following questions in groups of three or four.

1. Why does Sinaga refer to an article in *The Jakarta Post* reporting the opposition of women's groups to a bill aimed at guaranteeing equal rights between men and women?
2. How does Sinaga present the relationship between gender equality/inequality and the traditional division of labor? What evidence does she use to support her claim? Does the evidence support her claim effectively?
3. Sinaga elaborates on the concept of equal exposure, describing it as sharing the same curriculum at school, equal pay for equal work, and elimination of affirmative action policies in favor of women once they have achieved their purpose. How does she argue her case? What evidence does she use to support each point? Is each piece of the evidence effective in supporting her argument?
4. Can you think of any other evidence to further support her claim? Would you like to propose a counterargument?

Part IV Language Study

Figures of Speech in Argumentative Writing

A figure of speech, according to the *Oxford Advanced Learner's Dictionary*, is “a word or phrase used in a different way from its usual meaning in order to create a particular mental picture or effect.” It can be a special repetition, arrangement or omission of words with literal meaning, or a phrase with a specialized meaning not based on the literal meaning of the words in it, as in simile, metaphor, hyperbole, and personification. Such figurative language can help create an emphasis, amplify a meaning, draw a comparison or contrast, or make a rhetorical point. It can make a description more vivid and interesting and an argument more forceful and effective.

While experts are able to identify a long list of figures of speech, we need to single out only a few for our purposes. In this section, three figures of speech, **metaphor**, **parallelism** and **irony**, will be examined in terms of their use in argumentative writing.

A **metaphor** is a figure of speech that describes a subject by asserting that it is, on some point of comparison, the same as another otherwise unrelated object. Metaphors

are linguistic symbols that convey a particular image. One of the best known examples of metaphor is Shakespeare's "All the world's a stage, and all the men and women merely players; they have their exits and their entrances..." By comparing the world to a stage, Shakespeare manages to convey an understanding of the mechanics of the world and the lives of the people within it. This association between two unlike concepts, which are similar in some respects, presents a very strong image.

In argumentative writing, metaphor is also often used to create symbolic representations and to make the argument easier to understand. In his inaugural address on January 21, 1985, Ronald Reagan said:

But there are many mountains yet to climb. We will not rest until every American enjoys the fullness of freedom, dignity, and opportunity as our birthright.

President Reagan was aware of the problems facing the country in the mid-1980s, including the AIDS virus, a heavy burden of taxation, and inequality, among many others. He knew that these were the daunting "mountains" the United States would have to surmount to achieve its ideals in the coming years.

Parallelism is a rhetorical device that gives two or more parts of sentences a similar form. It is most often found in poetry and some prose because it adds a certain symmetry and lyric flow to the writing. It also helps accentuate the main ideas and adds force to one's expression of them. The most famous example of parallelism is the speech "I Have a Dream" by Martin Luther King, Jr:

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

The repetition of the same sentence pattern “I have a dream that...” emphasizes Dr. King’s points and underlines his meaning. His thoughts are presented with rhythm and intensity, which makes his speech appealing and forceful.

In the *Oxford Advanced Learner’s Dictionary*, irony is defined as “the use of words that say the opposite of what you really mean.” It is a rhetorical device which involves a contrast between what the expectations of a situation are and what the real situation is, with an implication that what is really the case is ironic because of the situation that led to it. It is often used to add humor to a conversation or to explain or emphasize something that is totally contrary to one’s expectations. Consider the following example:

- A Harvard University fellow, who was studying ethics, was charged with hacking into the Massachusetts Institute of Technology’s computer network to steal nearly 5 million academic articles.

If one studies ethics, he is expected to behave ethically. However, hacking into a computer network to steal something is unethical; therefore, the situation does not accord with our expectations and is ironic.

ACTIVITY 8

Read the following sentences and identify which figure of speech is used in each of them. Then discuss in pairs the functions of the figure of speech and the implications of its use in each sentence.

1. A girl was going on about how she wouldn’t hurt animals when I noticed she was wearing a leather belt.
2. To think logically and to write precisely are interrelated goals.
3. Many things can be preserved in alcohol. Dignity is not one of them.
4. My wife wants me to stay at my job because my company gives me great health insurance, but the stress from my job is actually what’s making me sick.
5. Life is a journey, purposes are destinations, means are routes, difficulties are obstacles, counselors are guides, achievements are landmarks, and choices are crossroads.
6. My fellow Americans, ask not what your country can do for you, ask what you can do for your country.
7. My fellow citizens: I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors.

8. Language is a road map of a culture. It tells you where its people come from and where they are going.
9. Today's students can put dope in their veins or hope in their brains. If they can conceive it and believe it, they can achieve it. They must know it is not their aptitude but their attitude that will determine their altitude.
10. Love is an alchemist that can transmute poison into food—and a spaniel that prefers even punishment from one hand to caresses from another.

ACTIVITY 9

Work in groups of three or four. Examine the following paragraphs, identify the figures of speech used in each of them, and discuss how the paragraph might be different if those figures of speech were not used.

1. Without women, it would be a gay world, a tired world, and a childless world... and yet we treat the giver of life as inferior. For all those that think gender equality should tip toward the male gender, think again. It was a female who brought you to life. It was a female who looked after you. It was a female who loved you most. It was a female who cared for you most. It was a female whom you love. It is a female that will house your grandchildren. It was, it is, and it will always be a female... I'm not saying that men are inferior to women, but that women are equal to men, in all ways.
2. When people tell me I am too aggressive in my approach to feminism, I tell them that as part of a movement, I don't have time to hold anyone's hands. I'm angry that hundreds of women a year die due to gender-based violence in Argentina. I'm angry that mothers in the United States don't have a legal right to time paid off from work after they give birth. I'm angry that ninety-eight percent of rapists will never be held in prison, or even in jail. Of course we are angry. And yes, we will be aggressive. People's lives are at stake; urgency is the only appropriate response.
3. Some people say, "Modern women are unfulfilled, because they're now a part of the workforce and it affects their private lives. Modern men are emasculated and have become disposable as they're no longer providers of financial security. Feminists fighting for gender equality have ruined our traditional values and made all of us miserable." I must have missed the part of the "Feminist Manifesto" that advocates forced employment of women and emotional castration of men. How exactly did you come up with this interpretation of feminism?

Writing Assignment 2

Write the final draft of your essay based on the feedback you received from peer evaluation and from your instructor, and be prepared to submit it. The final draft may be your second, third or even fourth or fifth draft for some of you. Evaluate the evidence you use in your essay according to the guidelines introduced in this unit. Work on the drafts using the following checklist.

Checklist

Mark the question with a check (/) if your answer is yes.

- Is my argument carefully formulated and worded?
- Are the claims in my essay effectively supported by valid evidence?
- Have I provided adequate evidence for each of my arguments in the essay?
- Is each piece of the evidence used in my essay accurate, relevant, and credible?
- Have I tried to use different sources of evidence?
- Is my language concise and precise enough?
- Have I used hedging language appropriately?
- Have I used figures of speech to argue more effectively for my argument?

Reflective Journal

Please write down your reflections upon what you have/have not yet learned in this unit:

- ▶ Issues I have investigated

- ▶ Writing knowledge and skills I have acquired and developed

- ▶ Critical thinking and intercultural competence I have cultivated

- ▶ Language I have studied

- ▶ Anything I wish to explore further (i.e., puzzles and difficulties)

8

War and Peace

Unit

How to Write with Cohesion and Coherence



“ We look forward to the time when the Power of Love will replace the Love of Power. Then will our world know the blessings of peace. ”

—William Ewart Gladstone

“ If there is light in the soul, there will be beauty in the person.
If there is beauty in the person, there will be harmony in the house.
If there is harmony in the house, there will be order in the nation.
If there is order in the nation, there will be peace in the world.

(心正而后身修，身修而后家齐，家齐而后国治，国治而后天下平。) ”

—*The Great Learning*



Objectives

Writing Skills

- ▶ Define “cohesion” and “coherence”
- ▶ Identify techniques used to make writing cohesive and coherent
- ▶ Distinguish cohesive/coherent writings from incoherent and/or incohesive ones
- ▶ Revise essays to make them more cohesive and coherent

Language Study

- ▶ Understand nominalization in academic writing
- ▶ Use nominalization effectively

Critical Thinking

- ▶ Identify and understand different perspectives on the issue of war and peace
- ▶ Argue for or against the possibility of lasting world peace
- ▶ Explore possible practices to maintain world peace

Intercultural Competence

- ▶ Distinguish the underlying reasons for various kinds of wars between countries/cultures and the consequences on the parties involved
- ▶ Evaluate the “soft power” of the United States in maintaining its global influence

Part I Exploring the Main Issue

Pre-class Reading and Research

1. Do preliminary reading and research on the issue of world peace related to the following questions.
 - 1) What do you think might be the underlying reasons for the various wars around the world?
 - 2) Do you think world peace is an impossible dream?
2. In the course of human history, there have been myriad wars all over the world. Choose one particular war that you are interested in, collect relevant information about it, briefly describe the process of the war to your group members, and analyze its reasons and consequences.
3. Work in groups of four and do thorough preparation for a class presentation on your reading, thinking and research findings.

Issue Prompt

Is world peace an impossible dream?

If Alfred Nobel could look back upon the past century, would he feel optimistic about prospects for world peace? No doubt, he would be glad to know that many individuals have put forth sincere efforts to end war. Nevertheless, he would be faced with a harsh reality. Professor Hugh Thomas sums it up well: “The twentieth century—although generally one of social improvement and heightened governmental concern for the lives of the poor—has been dominated by the machine gun, the tank, the B-52, the nuclear bomb and, finally, the missile. It has been marked by wars more bloody and destructive than those of any other age.” Thomas adds that “it is, therefore, a matter of opinion as to whether the era can really be characterized as progressive or not.”

Do the prospects for world peace seem greater now that we have entered the 21st century? Hardly! Alluding to the September 11, 2001 terrorist attacks in New York City and in Washington, D.C., *Newsweek* magazine states: “In a world where 767s can turn into guided missiles, nothing seems impossible, ludicrous—or, worst of all, even preventable.”

The concept of world peace provides a glorious perspective on the world. I am sure that 90% of the world’s population would give anything for world peace; however, they have a better chance of seeing the sun rising from the west than world peace. Here’s why.

World peace is too perfect. Some say that for such a perfect thing to become a reality, two things must occur: First, radical changes need to take place in the outlook and behavior of human beings; and second, all nations must unite under a single government. But the reality is that conflict is a natural part of human evolution and social progress. In order for problems to be solved, obstacles to be overcome, there need to be different views and opinions. We cannot solve a problem with a one-sided view of things. There has been and will ALWAYS be another party who disagrees with our idea or proposed action. Therefore, conflict is created, and conflict just happens to be the spark that destroys world peace. Take two elite world leaders, for example. Even if there were only two superpowers left in the world, there would be unavoidable conflict every single day. Now the reality: there are tons of such leaders. Even if there were only ONE totalitarian government or even democratic nation to rule the entire world, and there were not any leaders to oppose certain things, there will most definitely be unruly citizens who want their voices heard.

The only way to have world peace is to make **PERFECT** decisions on every single choice, that is accepted by every person in the world. Bottom line, we may have a general world understanding or tolerance, but the idea of world “peace” may be just too far-fetched to grasp.

4. In groups of four, discuss the following questions and write your responses or thoughts on the following blank lines.

- 1) What claim has been made in the above text?
- 2) How is the claim supported? What evidence and/or reasoning are/is used to support the claim?
- 3) Do you agree with the claim? Why or why not?

The claim made in the above text: _____

The evidence and/or reasoning used to support the claim: _____

Your position and reasoning on this issue: _____

Part II Learning the Skills

How to Write with Cohesion and Coherence?

The concepts of cohesion and coherence have been widely discussed in text and discourse studies and are indispensable in the teaching/learning of writing skills. In *Book Two: Expository Writing*, the concept of coherence and some techniques to achieve coherence were introduced. In this section, we will make a further distinction between cohesion and coherence and introduce further techniques to make our writing both cohesive and coherent.

■ Definitions of cohesion and coherence

Cohesion refers to the degree to which sentences or paragraphs are connected so that the flow of ideas is easy to follow. To achieve good cohesion, we need to know how to use “**cohesive devices**,” which are certain words or phrases that serve the purpose of connecting two segments, usually by referring back to what we have previously written or said. Let us consider the following examples:

- Wash and core six cooking apples. Put them into a fireproof dish.
- I’ve just read John’s essay. The whole thing is really well thought out and beautifully presented.

The word “them” in the first example and the phrase “the whole thing” in the second are used to give cohesion to the two sentences in each example so that they can be understood as a single whole. The reference word “them” (a pronoun) and the phrase (the definite article “the” plus the adjective “whole” and a more general word “thing”) are two typical examples of such formal linguistic connections used to build cohesive relationships within a text. Such relationships are prerequisites for constructing a logically coherent text.

Coherence refers to the overall “understandability” of what we write or say. It is concerned with how a text makes sense in terms of meaning and logic. When sentences, ideas, and details fit or tie together logically, clearly, and smoothly, the writing is coherent, and the readers can follow along easily. But if the ideas in sentences are not logically connected with each other, then the writing will not be coherent. Let us examine the following sentences:

- A. Mary got many gifts today. Some friends had remembered the birthday.
- B. Mary got many gifts today. Her friends had remembered her birthday.

C. Mary got many gifts today. Her palms were sweaty.
 D. Mary's exam was about to start. Therefore, her palms were sweaty.

Sentence A sounds understandable, although it is not as good as Sentence B, which uses a pronoun (her) to make the sentences more cohesive and coherent. Sentence C does not seem to make sense and is very hard to understand because the two sentences are not logically connected at all, even though there is some lexical connection (the use of the pronoun "her"). Sentence D is cohesive and coherent with the use of cohesive devices (a transitional word "therefore" and a reference word "her") and correct logic (her palms being sweaty as a result of her fear of the exam).

As these examples make clear, cohesion means the connection of ideas at the language level and coherence means the connection of ideas at the logic level. Good cohesion usually contributes to good coherence, but inappropriate use of cohesive devices may make a text cohesive but incoherent. We will discuss this issue more fully later. Let us first examine a few useful techniques to achieve cohesion and coherence.

■ Techniques to achieve cohesion

Cohesion concerns the use of grammatical and lexical devices which contribute to the flow of sentences and paragraphs from one to another. It is the glue that holds a piece of writing together. In other words, if a text is cohesive, it sticks together and flows naturally from sentence to sentence and from paragraph to paragraph.

According to Halliday and Hasan (1976), grammatical devices include reference, substitution, ellipsis, and conjunction, while lexical devices include reiteration and collocation. Here are some further explanation and examples for each category.

Grammatical devices

Reference. Reference words point backward or forward to other words or concepts that have already appeared or are about to appear in the text. In the majority of cases, the word has already been mentioned in the text, i.e., the reference word is pointing backward. Among the many reference words that can be used for cohesion are pronouns such as "I," "you," "he," "she," "it," "we," "they," "my," "your," "his," "her," "its," "our," "their," "mine," "yours," "hers," "ours" and "theirs," and demonstratives like "this," "that," "these," "those," and "such."

Substitution. Substitution refers to the use of a word/phrase to replace another one used earlier. For instance, "the one(s)" and "the same" are often used to replace nouns and verbs can be replaced by various forms of "do." Sometimes, "so" can be used to replace a phrase or a whole clause.

Ellipsis. Ellipsis is the omission of words. It is used when the omitted words are

understood from the context. It is a special form of substitution, which can be seen as substitution by zero, or nothing.

Conjunction. Conjunction refers to the use of transitional words or phrases that link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas. The most commonly known conjunctions are “and,” “or,” and “but,” and one of the most frequently used transitional words in academic writing is “however.” In the Issue Prompt, words such as “nevertheless,” “although,” “therefore,” “first,” and “second” are all transitional words. They act like signposts to indicate to the readers the order and flow of our writing and ideas. They strengthen the internal cohesion of the writing. Using transitions makes it easier for the readers to follow our ideas.

Lexical devices

Reiteration. Reiteration consists of the further use of repetition (the same word), synonym or near-synonym, superordinate, or a general word. Here are the explanations and examples for each of them.

Repetition. We can tie sentences or paragraphs together by repeating certain key words from one sentence to the next or from one paragraph to the next. In the Issue Prompt, the key words “world peace” are repeated again and again to keep the reader’s focus on the issue. In addition, sometimes the same sentence structure is used to create parallelism which can make our argument more forceful. The most famous example is the use of “I have a dream” in Martin Luther King, Jr.’s speech, as is explained in the Language Study section of Unit 7.

Synonym. To prevent repetition from becoming dull, synonyms and variations of a key word are often used. They provide some variety in word choice and help the reader to stay focused on the idea being discussed. In the first paragraph of the Issue Prompt, the words “the past century,” “the twentieth century,” “age,” and “the era” are used to refer to the time period the author is discussing. In addition, using an antonym can also create sentence cohesion, because antonyms, “opposite” words, actually share elements of the meaning of the corresponding word. In the Issue Prompt, “war” and “peace” are antonyms that are often mentioned at the same time.

Superordinate, or a more general term. A superordinate term is a word that denotes a general class under which a set of subcategories are subsumed. For example, “vehicle” is the superordinate of “bicycle,” “car,” “train,” and “ship.” Superordinate terms play an important role in promoting cohesion by providing writers a means for linking their ideas either back to earlier pieces of text (e.g., the “issue” mentioned above) or forward to upcoming information (e.g., the “problem” to be discussed).

Collocation. A collocation refers to a sequence of two or more words that regularly go together. For example, we usually say “answer a question” and “solve a problem,” but not “solve a question” or “answer a problem.” Cohesion can be achieved through the

association of lexical items that regularly co-occur. Antonyms are pairs of words that often co-occur, such as “war” and “peace” mentioned above. Also, “the machine gun, the tank, the B-52, the nuclear bomb and, finally, the missile” in the Issue Prompt are all examples of weapons (a superordinate) that are closely associated with “wars.”

ACTIVITY 1



I. The following table contains examples of transitional words and phrases categorized according to their functions. Work in pairs and fill in the table with more examples for each category.

Functions	Examples
Listing	first; second; third; ...
Reinforcement	furthermore; in addition; ...
Giving examples	for instance; ...
Cause and effect	consequently; as a result; ...
Generalizing	in general; ...
Highlighting	in particular; ...
Comparison and contrast	similarly; in contrast; ...
Summarizing	in conclusion; ...
Concession	however; ...
Transition to a new point	with regard to; as far as X is concerned; ...

II. The following are ten incomplete sentences. Fill in the blanks using the words/phrases from the box. There are more choices than necessary and some words/phrases can be used more than once.

in fact	especially	indeed	because	but
up to a point	obviously	instead	needless to say	in general
in comparison	with reference to		for this reason	the fact that

1. All violent reforms deserve censure, _____ they can never do away with evil as long as men are what they are.
2. Peace is not the absence of war _____ the presence of justice.
3. To be self-centered does not mean to disregard the worth of other people. _____, most psychologists would probably accept the proposition that we are all self-centered.
4. Retirement should be the reward for a lifetime of work. _____, it is widely viewed as a sort of punishment for growing old.
5. We know very little about pain and what we don't know makes it hurt all the more. _____, no form of illiteracy in the United States is so widespread or costly as ignorance about pain.
6. The historical sciences have made us very conscious of our past, and of the world as a machine generating successive events out of foregoing ones. _____, some scholars tend to look backward in their interpretation of the human future.
7. _____ more and more zoos are closing down shows that fewer people agree with keeping animals in captivity and, therefore, do not want to visit them any longer.
8. Using public transport can be a nuisance, _____ when buses and trains are late during rush hour periods.
9. _____, most people agree that more effort should be made where the recycling of materials is concerned.
10. More and more women are going back to work after the birth of their children and _____ they have to find someone to look after the children during the day.

■ Techniques to achieve coherence

A text is coherent if it follows a certain kind of logical sequence and the organization of ideas is systematic so that it is easy for the readers to follow and understand. Basic kinds of logical sequence include chronological order, spatial order and order of importance. In narrative writing, for example, we tend to tell a story according to time sequence. In descriptive writing, we may describe a scene or a place using spatial sequence. In argumentative writing, we may want to explore an issue based on the importance of relevant factors.

Other typical examples of logical order include “general→specific,” “statement→example,” “problem→solution,” “question→answer,” and so on. For instance, when we make a general statement, we should support it with specific examples or arguments; when we point out a problem, we may want to put forward some possible solutions; when we raise a question, we may want to discuss possible answers.

Unity is a factor that contributes to coherence. In *Book Two: Expository Writing*, paragraph unity and essay unity were explained; the former refers to the development of a paragraph around a topic sentence and the latter that of an essay around a thesis statement. In argumentative writing, the unity of an essay is achieved using an argument structure that includes body paragraphs which present the arguments that support the writer’s views—expressed in the thesis statement—and those which refute the arguments that oppose his/her views. Paragraph unity is achieved using the “claim + supporting evidence” model. All the evidence should support the claim expressed in the topic sentence and no irrelevant information should be included.

ACTIVITY 2

Examine the short passage in the Issue Prompt. First work on the following questions individually and then discuss your findings with a partner.

1. What kinds of logical order can you find in the passage?

2. In terms of paragraph unity, is there any irrelevant information in each paragraph that might impair its coherence?

ACTIVITY 3



Work in pairs and put the following sentences in an order that will produce a coherent piece of writing. While you are re-ordering, pay attention to logical order for coherence and lexical cues for cohesion.

1. At the recent Singularity Summit in San Francisco, he told BBC Future about how we are predisposed to be violent but how we are also predisposed to be peaceful.
2. He argues that while there is plenty of violence around the world, and more ways of killing each other, we have witnessed fewer and fewer wars between countries since 1945.
3. But packed into the same skull there are motives that inhibit us from violence, like empathy and reason that allow us to see violence as a problem to be solved instead of a contest to be won.
4. Psychologist and cognitive scientist Steven Pinker at Harvard University thinks it is completely conceivable that wars between countries might go the way of slave auctions, debtors' prisons and other barbaric customs.
5. Not only is war at an all-time low, rates of homicide are far lower than they were in the Middle Ages, and issues like domestic violence are no longer seen as being acceptable.
6. There are some parts to the brain that impel us to carry out violence, such as the thirst for revenge, feelings of tribalism, or the quest for dominance.

Order: _____

■ A common mistake to avoid

Sometimes, even with the use of cohesive devices, a text may not be coherent. One commonly seen mistake in students' writing is the **misuse and/or overuse of transitional words and phrases**. Let us look at the following example:

- Over the years, a few other uses for the light bulb have emerged. What's more, there are a variety of light bulbs to choose from in today's market. Consequently, the discovery of different kinds of light bulbs changed the way we view the world today.

In this paragraph, the key word "light bulb" has been repeated in each sentence and transitional words such as "what's more," "consequently" have been used to connect the sentences. However, the three sentences are, in fact, not logically related because the topic of each sentence is distinct from that of the others: "uses," "variety" and "discovery" of light bulbs respectively. Moreover, the transitional words have been used incorrectly.

The second sentence is not a reinforcement of the first one and the third sentence is not a result of the previous one. With the topic sentence “Over the years, a few other uses for the light bulb have emerged,” the readers would expect to read more about the “other uses” of the light bulb, so the writer should have given examples to illustrate how the light bulb could be used in more ways other than those discussed in the preceding paragraph (supposedly the preceding paragraph is about the early uses of the light bulb). This would at least ensure the unity of the paragraph.

Writing Assignment 1

Write the first draft of your essay in which you argue for or against a topic using what you’ve learned so far in this course. The following prompts may give you ideas of appropriate topics related to the issue explored in this unit. Choose a specific topic, make a relevant claim and argue for or against it. Please do not restrict your choice of topic to the listed prompts.

Prompts

- 2015 marks the 70th anniversary of the ending of the Second World War, and for the Chinese in particular, the War of Resistance Against Japanese Invasion. Yet wars never seem to end in the world. Almost all Chinese know about the tragedy of the 1937 Nanking Massacre. In 2001, the 9/11 attacks by Islamic terrorists astonished the world with the collapse of the two buildings of the World Trade Center in New York. In 2011, war broke out in Syria, which led to a serious refugee crisis in Europe. How do you feel about all these events? Why do you think such events happen? Do you think that world peace is an impossible dream? What do you think people and countries can or should do to ensure world peace?
- Bill Clinton once said: “The real differences around the world today are not between Jews and Arabs, Protestants and Catholics, Muslims, Croats, and Serbs. The real differences are between those who embrace peace and those who would destroy it; between those who look to the future and those who cling to the past; between those who open their arms and those who are determined to clench their fists.” What is your understanding of these words? Do you agree with him? Why or why not?
- Leo Tolstoy wrote in his classic novel *War and Peace*, “You can love a person dear to you with a human love, but an enemy can only be loved with divine love.” How would you comment on this statement?

- A. J. Muste argues: “We cannot have peace if we are only concerned with peace. War is not an accident. It is the logical outcome of a certain way of life. If we want to attack war, we have to attack that way of life.” Do you agree with Muste? Do you think his proposition is sound? Why or why not?
- Some people say that the United States has been acting as the world’s policeman. Do you agree with this view? If yes, do you think the United States should continue or stop performing this role? In your opinion, is it now time for the United States to withdraw its military forces back to its own territory?

Part III Case Analysis

Essay I

Is World Peace an Impossible Dream?

Senator George Mitchell¹

1 On September 11th, when many people died in the blazing inferno at the World Trade Center, so did many illusions. Among them was the American sense of invulnerability, protected by the world’s two largest oceans, blessed with a large continent filled with natural resources. Over the two centuries of our national life, we Americans have developed a feeling of safety, of optimism and of confidence. With the exception of our own Civil War, Americans have always felt that the terrible things taking place in distant lands couldn’t happen here.

2 There were, of course, in just the last few decades, other attacks on our country—even on the World Trade Center itself—but none ever pierced our feeling of invulnerability. September 11th did that. It exposed, in a violent and tragic way, the reality that in today’s world, there is no place that is immune to terror. The immediate worldwide outpouring of sympathy for Americans was heartening, but it soon gave way to a more complex reality. Because societies,

¹ This article is a public lecture delivered by Senator George Mitchell at the University of Michigan on April 4, 2002. George Mitchell served in the United States Senate from 1980 to 1995. Upon leaving the Senate, he joined Verner, Liipfert, Bernhard, McPherson and Hand, where he currently serves as the firm’s chairman. Recently, he served as chairman of the Peace Negotiations in Northern Ireland.

like individuals, are complicated mixtures of high ideals and base instincts, they can simultaneously admire and resent, love and hate.

- 3 People around the world are drawn to and inspired by our nation's basic values: the primacy of individual liberty, the concept of equal justice under law and the aspiration of fair opportunities for every member of society. At the same time, many people around the world disagree with some of our policies, while others resent what they believe to be American exploitation or indifference to their plights. And there are those to whom we are an inevitable target simply because of our place in the world.
- 4 Throughout human history, there have been dominant military powers and dominant economic powers. Despite its initial distrust of foreign entanglement, despite the reluctance of the American people, the United States has been thrust to the center of the world's stage. That role brings with it enormous benefits, but also many problems. In this era of instant communication, every problem in the world is seen by someone as an "American" problem. Every grievance, no matter how local, whether real or imagined, can be a cause for resentment of the dominant power.
- 5 Another illusion that was buried in the rubble of the World Trade Center was that the United States could go it alone. Withdrawing from multi-lateral efforts, not paying our dues at the United Nations, repudiating treaties that we entered into: all of those actions were wrong in and of themselves and shortsighted, not in our self-interest. It is obvious that we cannot deal with every problem alone.

Moral authority and American influence

- 6 Indeed, given our place in the world, it is in our national interest to encourage the involvement of others in solving our common problems. Recently, I was in South Korea and I met with the President, the Prime Minister and the legislative leaders. As you know, there are 37,000 American troops there pursuant to a mutual security treaty between our two countries.
- 7 President Kim told me that the government and the people of South Korea support the continued presence of American troops in their country. In the past few years, I have met with government and political leaders from every country in Europe, from Ireland to Russia, from Finland to the Mediterranean Sea. I asked each of them this question, now that the Soviet Union no longer exists and Russia has withdrawn its military forces back to its own territory, do you believe that the United States should withdraw its military forces back to our own territory?

8 Without exception the answer was an immediate and emphatic no. Now I referred earlier to dominant powers. Think back through history and try to recall a dominant power with so much moral authority that other countries all around the world asked for our military forces to be stationed on their soil. Why is that? Obviously part of it lies in power itself. But I am concerned for the many Americans, especially for young Americans who have never known anything else, who perceive power, economic and military, to be the exclusive basis of American influence in the world. I think there is more to it.

9 While clearly important, power is secondary to our basic ideals: individual liberty, equal justice and opportunity for all. That always has been, and continues to be, the primary basis of American influence in the world. And I ask you and all Americans to never forget that the United States was a great nation long before it was a great military or economic power. When there were fewer than four million Americans clinging to the Atlantic seaboard, this was a great nation, ennobled by the Declaration of Independence and the adoption of the American Constitution. These charter documents and especially the Bill of Rights, the first ten amendments to the Constitution, are the most eloquent and concise statements of individual liberty ever written and adopted by human beings.

The dream of world peace

10 Recently, I was asked a question: Is world peace an impossible dream? I would like to conclude these remarks by trying to answer that question. Now it may seem like the wrong time to talk about peace in the world with reports of war filling the air. But if we wait for the day that nothing bad happens in the world, we may never even get to talk about peace. So I'd like to say a few words on that subject.

11 If by world peace is meant the complete absence of conflict among and within nations, then it may well be impossible. There are more than six billion people in the world; current estimates project an increase to between eight and ten billion in this century, with the largest increases to occur in the poorest countries. There will be a huge and rising demand for land, for water, for natural resources of all kinds, for jobs and opportunity, for political and economic power. As the gap between the rich and the poor nations widens, and as the technology of killing advances and spreads, it is unrealistic to imagine the complete absence of conflict.

12 But if by world peace we mean the absence of a major war and the effective containment of regional conflicts, I believe that to be entirely feasible. The

remarkable ingenuity of humans, especially of free men and free women in societies, has been repeatedly demonstrated. Throughout history at almost any point in time, a negative forecast was justified, and yet over time progress has been steady and at some times spectacular.

13 I believe that the direction of human history is toward more knowledge, more freedom and more broadly shared prosperity. Just look at our own national experience. I referred earlier to our Constitution. It is, to me, one of the greatest literary and political accomplishments in history. And yet, great as were the men who wrote it, they were products of their time, constrained by the society in which they learned and lived.

14 And so our Constitution, which we rightly revere, limited the right to vote to adult white men who owned property. Black persons were not even considered to be persons under the American Constitution. It took 75 years and the bloodiest war in our history to extend the right to vote to all adult males. It took another 60 years and a long and bitter struggle to extend it to women. And it was just a decade ago that Americans with disabilities, for the first time, obtained the legal right to live full and meaningful lives.

15 To this day, the struggle goes on to expand our definition of citizenship, of what it means when we talk about human and civil rights, which every American citizen should enjoy. Now that history is both a painful record and at the same time inspiring evidence about what's good about America—a never-ending effort to right the wrongs of the past, to enable each generation to be more free and more prosperous than its predecessors.

16 And today, we are more liberated and more prosperous than Americans have ever been. Now obviously what has happened here will not be duplicated precisely elsewhere. But we should be heartened by the knowledge that in a different way, at a different pace, the same journey has been underway in Europe, in part of Asia and in other lands—not all, not evenly and with many setbacks, but in the right direction.

17 We are now living in what will be the first full century of American dominance in the world. It can be, like so many in the past, a century of war and famine, of oppression and injustice. But it also can be a time when the dominant power uses its strength and commits its people, its power and its prestige to a great and noble vision: a world that is largely at peace with education, opportunity and prosperity extending to more and more people, to more and more parts of the world. As Americans, that is our challenge. As Americans we must make it our destiny.

ACTIVITY 4 

Read the essay carefully for its ideas and discuss the following questions in pairs.

1. What does Senator George Mitchell say about the 9/11 attack? How did the 9/11 attack change the way American people think about themselves?
2. Mitchell claims that many countries around the world want American military forces to be stationed in their territories. Do you think his argument is convincing or flawed? What problems might there be when one's argument is based solely on anecdotes?
3. Mitchell argues that the global influence of the United States depends more on its basic ideals or values than on its advanced military and economic power. Do you think that he is glorifying the U.S. military presence around the world and its involvement and interference in the affairs of other countries? What counterarguments would you put forward to refute his point of view?
4. How does Mitchell answer the question posed in the title of this essay, i.e., “Is world peace an impossible dream?” How would you answer this question?
5. What do you think is China’s role in maintaining world peace? What can we as Chinese do to promote world peace?

ACTIVITY 5 

Read the following paragraph from the essay, critically considering its writing techniques, and complete the following tasks in pairs.

1. Examine the paragraph for coherence and cohesion.
2. Highlight each type of cohesive devices using a different color and label each type.
3. Compare your coding with that of your partner and discuss the places where you disagree.

On September 11th, when many people died in the blazing inferno at the World Trade Center, so did many illusions. Among them was the American sense of invulnerability, protected by the world's two largest oceans, blessed with a large continent filled with natural resources. Over the two centuries of our national life, we Americans have developed a feeling of safety, of optimism and of confidence. With the exception of our own Civil War, Americans have always felt that the terrible things taking place in distant lands couldn't happen here.

Essay 2

The United States Has a Moral Obligation to Mitigate International Conflicts

Aietius²

- 1 Because the United States has a contractual responsibility to promote peace, I affirm the resolution. *The American Heritage Dictionary* defines mitigation as the act of moderating in force or intensity and an international conflict as a dispute between two or more nations. A moral obligation is an ethical duty imposed by standards of right and wrong. Thus, the resolution can best be summed up as the United States possessing a moral obligation to promote peace and security internationally. Because the resolution asks the affirmative to demonstrate the existence of a moral obligation, the most sensible value for the round is the accurate determination of moral obligations, not only because it provides the most concrete link between the standard and the resolution, but also because it reflects the true nature of the resolution as a declarative statement that is either true or false. The burden of the affirmative is to prove the resolution correct, which requires that we first establish the source of obligations and then demonstrate that the act of mitigation falls under the umbrella of that obligatory foundation.
- 2 There could be innumerable sources of moral obligations, in the sense that we could potentially derive a moral obligation from a wide range of starting places; however, the resolution specifies that the burden of the affirmative is to prove the existence of a single moral obligation. The thesis of the affirmative, then, will be that the moral obligation to mitigate international conflicts is an obligation derived from the basic ethical requirement to respect contractual agreements made with other parties. Therefore, the sufficient standard to affirm is comprised of two interrelated burdens: The affirmative must demonstrate that a contractual obligation is tantamount to a moral one, and I have to prove that we have a contractual agreement to mitigate international conflicts. Meeting this dual burden of proof would meet the semantic and logical conditions that would make the resolution a true statement, and would thus mandate an affirmative ballot.

² the author's Internet name

3 My first justification establishes that contractual agreements produce moral obligations of compliance. A contract is a voluntary agreement enacted by the will of the agent in question; since autonomy is the basis of contracts, and autonomy is the foundational element of morality, the two are inseparable. Jean-Jacques Rousseau explains that:

To renounce liberty is to renounce being a man, to surrender the rights of humanity and even its duties. ... Such a renunciation is incompatible with man's nature: to remove all liberty from his will is to remove all morality from his acts. (Rousseau, 1913)

4 The reasoning behind this is simple: Any system of morality necessarily has at its center a respect for a person's autonomy. Actions and behaviors can only be described as right or wrong insofar as people can be held responsible for the decisions they make; we do not assign moral judgments to rocks or squirrels because they do not have the same level of culpability that humans do. The ability to make choices leads necessarily to the capacity to be held responsible for those choices; to use one's autonomy to enter into an agreement, then, generates corresponding duties to be bound to that contract. Shelly Kagan explains that:

The particular obligations that we find ourselves under, thanks to the specific promises we have made, are often positive duties. Thus, promises can generate positive duties to lend you my car or to meet you after work. But our intuitions shift if we re-describe this very same requirement in the language of constraints. For now we have a constraint against breaking your promises, and this makes it sound like a negative duty. (source unknown)

5 Making a promise in the form of a contract formalizes responsibilities; the agents within the contract are said to be morally obligated to fulfill the terms of the contract because they voluntarily chose to be bound by those terms. Michael Sandel clarifies:

From the standpoint of autonomy, a contract's moral force derives from the fact of its voluntary agreement; when I enter freely into an agreement, I am bound by its terms, whatever they may be... The fact that they are self-imposed provides one reason at least why I am obligated to fulfill them. (Sandel, 1998)

6 We can conclude, then, that contractual obligations have a distinctly moral component. Autonomy means that people are held morally responsible for the decisions that they make; since a contract is a voluntary agreement to do something, the responsibility is generated to meet the conditions of the contract.

7 My second justification proves that the United States is contractually obligated to mitigate international conflicts. First, in 1945, the U.S. Senate ratified the Charter

of the United Nations in San Francisco. The Preamble of the UN Charter stipulates that the organization is dedicated to saving “succeeding generations from the scourge of war” and uniting “our strength to maintain international peace and security.” The charter further obligates members to affirm “faith in fundamental human rights; in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.” Article One of the First Chapter states: “To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace.” The Second Article further requires that “All members, in order to ensure to all of them the rights and benefits resulting from membership, shall fulfill in good faith the obligations assumed by them in accordance with the present Charter.”

- 8 Therefore, the UN Charter clearly defines an obligation to mitigate international conflicts and meets the second standard of the criterion.
- 9 Second, the United States has contractual obligations to its citizens that require mitigation. The Constitution charges the government of the United States to respect and protect the rights of its people as enshrined in the Articles of the Constitution and the Bill of Rights. International conflict threatens citizens because, as Claudia Grossman explains:

As the world is becoming more integrated, the range of factors that influence both national and international peace and security has expanded. Threats to national and international well-being can arise from environmental, social, economic and human rights problems, as well as from traditional military sources. For example, social conflict in one area of the world can interrupt the supply of goods and services to countries across the globe, as well as cause human migrations that overtax the resources of other countries and internationalize local conflicts.
(Grossman & Bradlow, 1993)

- 10 We can see then, that because international conflicts negatively affect the citizens of the United States, the government is contractually obligated to mitigate them.
- 11 The argument of the affirmative, then, can be summarized easily: Contractual obligations give rise to moral obligations, and there is a contractual obligation on the part of the United States to mitigate international conflicts. As a result, there is a moral obligation to mitigate international conflicts, and the statement in the resolution is true. As Immanuel Kant concludes:

A good will is good not because of what it performs or affects, not by its aptness

for the attainment of some proposed end, but simply by virtue of the volition... if with its greatest efforts it should yet achieve nothing, and there should remain only the good will, then like a jewel, it would still shine by its own light, as a thing which has its whole value in itself. (Kant, 1964)

ACTIVITY 6

Read the essay critically for its ideas and discuss the following questions in pairs.

1. What is the resolution being debated and what is Aietius' position? How does Aietius define the key words in the resolution, specifically, "moral obligation," "mitigate," and "international conflicts" respectively?
2. What are the two most important burdens that the affirmative has to prove? Paraphrase relevant sentences in the essay to answer this question.
3. According to Aietius, why do contractual agreements produce moral obligations? What do you think is the purpose of Aietius' first justification?
4. What is the basis for the second justification in Aietius' argument? How do you understand the cited articles from the UN Charter in Paragraph 7? Can these provide a justification for the United States to act as the world policeman? Do you think some of Aietius' statements seem to be suggesting that the responsibility of the United Nations is the responsibility of the United States?
5. Do you find Aietius' arguments convincing? Can you think of some counterarguments to refute his position? If you were to participate in the debate, which position would you take and how would you argue for your position?

ACTIVITY 7

Read the essay, critically considering its writing techniques, and discuss the following questions in groups of three or four.

1. How does Aietius argue for his position? What kind of analysis has he done? What evidence has he provided?
2. Aietius includes several quotations in his argument. Do you find these quotations effective in supporting his points? Why or why not?
3. What gives coherence to the main arguments in the essay? What is the logic of its development of ideas?
4. What cohesive devices have been used? Are they effective?

Part IV Language Study

Nominalization

One feature of academic writing is the use of nominalization. Nominalization refers to the process of turning a verb or an adjective into a noun. Some common nominalizations are listed in the following table:

Verb	Noun	Adjective	Noun
argue	argument	happy	happiness
develop	development	complex	complexity
discover	discovery	possible	possibility
analyze	analysis	different	difference
fail	failure	flexible	flexibility
react	reaction	curious	curiosity
expand	expansion	appropriate	appropriateness

Nominalization is a useful skill in academic writing because it conveys an objective, impersonal tone. Just as is the case when using the passive voice, nominalization changes the focus of the sentence from the actor to the action. As a consequence of using nominalization, our writing is more abstract and more formal. Let us look at the following examples:

- Germany invaded Poland in 1939 and this caused the Second World War to break out.
- Germany's invasion of Poland in 1939 was the immediate cause of the outbreak of the Second World War.

The verbs (*invade, cause, break out*) in the first sentence have been changed into nouns (*invasion, cause, outbreak*) in the second sentence. By using these nouns instead of the verbs, the focus of the sentence is shifted from an action (*what Germany did to Poland in 1939*) to a fact (*what happened between Germany and Poland in 1939*), so the tone becomes more objective and impersonal.

Nominalization may also contribute to the coherence and cohesion of a text when it is used as a subject to refer to a previous sentence or a concept in the previous sentence. See the two sentences below:

- Mount Vesuvius, a volcano near the Bay of Naples in Italy, is hundreds of thousands of years old and has erupted more than 50 times. Its most famous eruption took place in the year 79 A.D., when the volcano buried the ancient Roman city of Pompeii under a thick carpet of volcanic ash.

With the use of nominalization *eruption* as the subject of the second sentence, the two sentences are logically connected which makes the text cohesive and coherent.

Good and appropriate use of nominalization can sometimes make the writing more succinct. Let us compare the following two pairs of sentences:

- I do not understand either what he means or what she intends.
I do not understand either his meaning or her intention.
- The fact that he denied what he was accused of impressed the jury.
His denial of the accusations against him impressed the jury.

In both pairs, the nominalizations (*meaning, intention, denial, accusations*) in the second sentence replace the clauses in the first sentence and make the original sentences shorter and more concise.

However, we do not recommend the overuse of nominalization in writing. Excessive use of nominalization may make our writing cumbersome and, in some circumstances, inappropriate. Let us examine the following sentences and discover at what point nominalization becomes cumbersome and inappropriate.

- The police investigated the murder case.
The police conducted an investigation into the murder case.
- We must select candidates more efficiently.
A need exists for more efficient candidate selection.
- We request that when you return, you review the data and report immediately.
Our request is that on your return, you conduct a review of the data and provide an immediate report.

In these pairs of sentences, the use of nominalization does not contribute to the succinct conveying of meaning; instead, it makes the original sentences longer, more complex, and harder for the audience to understand. It would be preferable to use the shorter and more direct version of these pairs.

ACTIVITY 8

I. The following two short passages are concerned with the same subject but use different language styles, making the first one more informal and the second one more formal. Read them carefully and underline the nominalized words in the more formal text. Then discuss with a partner how the use of nominalization makes the writing more formal.

Informal text

Because only a few people have most of the money and power in Australia, I conclude that it is not an equal society. Society has an Upper, Middle and Lower class and I think that most people, when they are born into one class, end up staying in that class for their whole lives. When all three classes are looked at more closely, other things such as the differences between the sexes and people's racial backgrounds also add to the unequal nature of Australian society.

Women earn less than men and own less than men. Why is this so?

Formal text

The inequity in the distribution of wealth in Australia is yet another indicator of Australia's lack of egalitarianism. In 1985, 20% of the Australian population owned 72.2% of the wealth with the top 50% owning 92.1% (Raskall, 1988: 287). Such a significant skew in the distribution of wealth indicates that, at least in terms of economics, there is an established class system in Australia. McGregor (1988) argues that Australian society can be categorized into three levels: the Upper, Middle and Working classes. In addition, it has been shown that most Australians continue to remain in the class into which they were born (McGregor, 1988: 156) despite arguments about the ease of social mobility in Australian society (Fitzpatrick, 1994). The issue of class and its inherent inequity, however, is further compounded by factors such as race and gender within and across these class divisions.

The relative disadvantage of women with regard to their earnings and levels of asset ownership indicates that within classes there is further economic inequity based on gender...

II. The following table contains some of the nominalizations from the above formal text. Examine these words to see how they are formed. Add more words to the table from your own reading.

Nominalization	Original verb
distribution	
indicator	
arguments	
mobility	
division	
ownership	

ACTIVITY 9

Rewrite the following sentences using appropriate nominalization.

1. This information enables us to formulate precise questions.

2. It seemed evident that the children were treated differentially according to perceptions of class.

3. The local government failed to stimulate and sustain economic growth so the central government intervened.

4. Student numbers are increasing rapidly from year to year and the University is becoming concerned that it may need to build more accommodation in order to house everyone.

Writing Assignment 2

Write the final draft of your essay based on the feedback from peer evaluation and your instructor and be prepared to submit it. The final draft may be your second, third or even fourth or fifth draft for some of you. Use the techniques you have learned in this unit to make your essay more cohesive and coherent. Check the use of nominalization in your essay. Work on the drafts based on the following checklist.

Checklist

Mark the question with a check (✓) if your answer is yes.

- Is my argument carefully formulated and worded?
- Is my argument supported by effective reasoning?
- Are the claims in my essay effectively supported by valid evidence?
- Have I provided adequate evidence for each of my claims in the essay?
- Is my language concise and precise enough?
- Have I used hedging language effectively?
- Have I used appropriate cohesive devices to make my writing more cohesive?
- Is my writing logical and coherent?
- Have I used appropriate nominalization to make my writing academic?

Reflective Journal

Please write down your reflections upon what you have/have not yet learned in this unit:

- Issues I have investigated

- Writing knowledge and skills I have acquired and developed

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- ▶ Critical thinking and intercultural competence I have cultivated

- ▶ Language I have studied

- ▶ Anything I wish to explore further (i.e., puzzles and difficulties)

附录：Learning Toolkit

I. Guidelines and Schedule for Class Presentation

课堂报告指南和时间表

The following notes explain the rationale for giving a class presentation and may help you decide what you should do when preparing a presentation.

The purpose of this work is primarily to urge you to think about and reflect on a particular topic/issue through reading, researching and sharing ideas (e.g., claims, positions, arguments, etc.) before you actually start to write about it, and how the ideas are developed step by step into well-argued claims (for example, in the part of Case Analysis in the textbook, but certainly not limited to that part). As non-native speakers of English, we also need to learn the language through writing. So your presentation is supposed to include the following things (in the case of “Unit 1 Human Beings and Nature”):

- The ideas/claims/opinions/perspectives on the topic/issue
- Pros and cons: reasoning and evidence
- The language used
- Anything creative or critical concerning the topic/issue

Schedule for Class Presentation (subject to change in different teaching and learning contexts)

(From _____ to _____)

Week(s)	Unit	Topics	Pairs/Groups
1 & 2	1	Human Beings and Nature	
3 & 4	2	The Primary Purpose of Education	
5 & 6	3	Crime and Justice	
7 & 8	4	Tradition and Modernization	
9 & 10	5	Technological Innovation and Human Progress	

(To be continued)

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(Continued)

Week(s)	Unit	Topics	Pairs/Groups
11 & 12	6	Multiculturalism and Its Challenges	
13 & 14	7	Gender Differences and Equality	
15 & 16	8	War and Peace	
17	Summary and Review		
18		Final Exam	

Notes:

1. You are supposed to pair or group yourself and the first one is the group coordinator.
2. All presenters need to pass around whatever is necessary for understanding your presentation work two days before the due date.
3. All presentation PowerPoints should be passed onto the instructor for review at least TWO days earlier before the class.
4. All presentations should be finished within 10 to 15 minutes and every member is expected to make serious and genuine contribution to the group work.
5. The presentation is graded in terms of efforts made, seriousness invested and effect achieved.

II. Checklist for Peer Evaluation

同伴互评清单

Title:

- Is the title clear, concise and precise?
- Does it provide focus for the argumentation?

Introduction:

- Is the issue/controversy clearly identified? Is it arguable?
- Is the claim clearly stated? Is it narrow/specific enough and based on the public good?
- Is enough background information provided? Are the key words clear in meaning or clearly defined?

Body:

- Are the topic sentences clearly written? Are the reasons logical, reasonable and free of fallacies?
- What kinds of evidence are used? Facts, statistics, expert opinion, testimony, or observation from personal experience? Is the evidence triangulated?
- Is the evidence accurate (i.e., trustworthy, exact, undistorted), relevant (i.e., authoritative, pertinent, current), representative (i.e., true to context) and adequate (i.e., plentiful, specific)?
- Is the evidence analyzed in relation to the topic sentence?
- Are you convinced? If not, what can be done to improve the reasoning?

Conclusion:

- Is the argumentation brought to a natural, logical and convincing close?

III. Checklist for Final Submission

终稿提请单

Before submitting your final draft, please check the following statements and make sure the piece of work is ready to be graded.

- I have taken into serious account what we have discussed about argumentative writing when revising.
- I have acknowledged and documented all sources (if any) from which I have borrowed ideas and information.
- I have proofread my writing, with particular attention toward finding and correcting errors and mistakes in terms of (but not limited to) spelling, tense, number consistency, choice/use of words and phrases, sentence structures, cohesion and coherence, etc.
- I have correctly formatted my work according to the task requirements and been fully aware of how my work will be evaluated.
- I understand that a piece of work with the amount of errors and mistakes that may undermine its overall quality will result in an automatic grade of “F.”

This essay is my own work, and I have not committed plagiarism. The text of my essay (not including title and reference list) contains _____ words according to MS WORD count. I understand that a piece of work falling below or exceeding the required word limit will result in an automatic grade of “F.”

Signature (in Chinese):

Time of Submission:

IV. Individual/Group Conference Guidelines

个人或小组面谈指南

Individual/group conference is an essential part of the course and the purpose is to provide individualized assistance to student learning after class and is an indispensable part of the activity system of learning argumentative writing. In order for conferences to be truly helpful, you are expected to follow the guidelines below on preparing for a due conference:

- Read beforehand whatsoever is necessary to understand reasonably well what is to be discussed, e.g., particular concepts, terms or background of issues, etc.
- Prepare the question you want to ask well, e.g.,
 - What is the question?
 - How have you investigated this question yourself?
 - What have you found?
 - What conclusions can you draw now?
- Collect what is relevant to the question (papers, books or online sources, etc.).
- Time your questioning so that it does not overrun. (*This is important. Discuss the question with your classmates or friends and make sure it is well phrased and understandable.*)
- Make an appointment with the instructor/tutor by phone or email.
- Bring a notebook for taking notes and retrospective discussion.
- Show up on time.

You are encouraged to come in pairs or groups for more peer interaction and all the conferences are supposed to finish within 20-30 minutes.

